DOCUMENT RESUME

ED 038 048 FL 000 171

AUTHOR	Remer, Ilo
TITLE	A Handbook for Guiding Students in Modern Foreign Languages.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
REPORT NO	HEW-Bull-1963-26; OE-27018
PUB DATE	63
NOTE	109p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.55
DESCRIPTORS	Admission Criteria, Career Opportunities, Degree Requirements, *Educational Guidance, Employment Opportunities, Guidance Counseling, Instructional Program Divisions, Language Classification, Language Programs, *Modern Languages, Predictive Ability (Testing), *Secondary School Students, *Second Language Learning, Second Languages, Student Problems

ABSTRACT

This revised and expanded version of "Modern Foreign Languages: A Counselor's Guide" discusses questions about foreign language study often asked by high school students. Spanning more than half the guide, the appendixes treat specific topics: (1) languages spoken by more than a million native speakers, (2) programs and publications (exchange, study, work, and travel abroad), (3) a 1960 U.S. population analysis by state with percentages of either foreign born or of foreign or mixed parentage, and (4) foreign language entrance and degree requirements for the bachelor of arts (B.A.) and the bachelor of science (B.S.) degrees in accredited colleges and universities. A section of selected references is included. For a companion document see FL 000 168. (RL)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

OE-27018
Bulletin 1963, No. 26

ED038048

A HANDBOOK FOR GUIDING STUDENTS IN MODERN FOREIGN LANGUAGES

by

Ilo Remer
Research Assistant, Foreign Languages

FL 000 171

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Anthony J. Celebrezze . . . *Secretary*

Office of Education
Francis Keppel . . . *Commissioner*

Superintendent of Documents Catalog No. 5.227:27018

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON : 1963

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C., 20402 - Price 45 cents

Foreword

THE INTERNATIONAL CHARACTER of the second half of the 20th century entails much direct communication between peoples. In a multilingual world, foreign language skills are essential to this communication. Many leaders in U.S. Government, industry, and education believe that the interests of the Nation and of the Nation's students can best be served by continuous foreign language study starting in the elementary grades and progressing through the high school into the college years. The trend toward the development of functional communication skills and a longer sequence of language study has been hastened by an awakened public interest in modern foreign languages and by the emphasis given to language development in the National Defense Education Act.

Both the immediate and the long-range objectives of foreign language study have changed markedly in the last few years and language instruction at all levels of the school system is undergoing a thorough revision. To advise students of school age about foreign language programs fitted to their needs and abilities is more difficult than in the past. Guidance workers, teachers, principals, and parents who are responsible for helping students plan their program of study need basic information about foreign languages. The bulletin *Modern Foreign Languages: A Counselor's Guide* by Marjorie C. Johnston and Ilo Remer, which was designed to provide this information, is now out of print. Its place is taken by the present publication, which updates and considerably expands the information it contained.

ARTHUR L. HARRIS
Associate Commissioner
Bureau of Educational Assistance Programs

Contents

Page

Foreword III

Why Study a Foreign Language? 1

Who Should Study a Foreign Language? 3

When to Begin Modern Foreign Language Study 7

How Long to Study a Modern Foreign Language 9

Which Foreign Language to Study 12

Predicting Success in Foreign Language Study 14

Developing Foreign Language Skills 16

Extracurricular Foreign Language Practice 18

Using Foreign Languages on the Job 25

Financial Assistance for College Students 38

Meeting College Foreign Language Entrance and Degree Requirements 40

Summary 45

Appendix A: Languages Now Spoken by Over a Million Native Speakers 48

Appendix B: Exchange, Study, Work, and Travel Abroad—Some Programs and Publications 52

Appendix C: Total U.S. Population with Percentages Either Foreign Born or of Foreign or Mixed Parentage (by State, 1960) 58

Appendix D: Foreign Language Entrance and Degree Requirements for the B.A. Degree in Accredited Colleges and Universities 59

Appendix E: Foreign Language Entrance and Degree Requirements for the B.S. Degree 82

Selected References 99

- Foreign Language 99
- Foreign Language Films for Student Advisers 100
- Student Financial Assistance 101
- Testing and Evaluation 102
- Vocational Use of Foreign Languages 104

Why Study a Foreign Language?

A FOREIGN LANGUAGE, like any other subject which the student may elect, should be considered for its value to the individual and to society. Our Nation needs large numbers of persons with ability to communicate effectively in a foreign language, and an even larger number of those whose language learning experience has given them understanding and tolerance of other peoples and their cultures. This need becomes urgent as shrinking distances bring peoples of the world into more and more direct contact in business or the professions, in study, through travel, or socially.

For a Liberal Education

The individual student should consider the study of a modern foreign language for its potential contribution to liberal education as well as for its practical use. The student who acquires a second language acquires a new channel of communication and, in the process, discovers new avenues of thinking and develops an insight into the thoughts and feelings of people of non-English speech. From the very beginning stages of foreign language study, the pupil discovers that other peoples express themselves differently, and that other languages are not just like English except for the words. Because language not only conveys thought but also helps shape it, speakers of different languages view relationships and interpret experience in very different ways. Learning to react in a foreign language and thus actually to participate in a different culture through the language is a broadening educational experience. As the pupil's abilities to understand and read the new language develop, a gradually deepening knowledge of the people who use it, of their customs and institutions, and of the significant features of their country (such as its geography, economics, politics, history, literature, music, and art) can lead to a lifelong enjoyment and, in addition, give a better perspective on American culture.

The National Association of Secondary-School Principals has urged teachers, guidance counselors, and principals to encourage students to select modern language study because it will develop their proficiency in communication and give them cultural insight. "We believe that

ML has appeal and value for secondary-school pupils when the initial approach emphasizes hearing and speaking."

The hundreds of thousands of Americans who travel abroad every year act as unofficial ambassadors of the United States and are regarded by the citizens of the countries they visit as typical representatives of the country from which they come. There is no doubt that a knowledge of the languages of the countries they visit will enhance the trip. But of equal importance, perhaps, is an awareness that the customs, values, and sensibilities of the other people, which may differ radically from our own, are equally valid.

For Practical Use

Since World War II, the political, military, commercial, and cultural relations of our Government have become worldwide and involve an ever-increasing proportion of our citizens. As guests in foreign countries, our official representatives must be able to talk directly with the people they meet, in the language of the country, in order to carry out our programs effectively. At the same time, the volume of private business and nongovernmental assistance and exchange programs abroad continues to increase.

As needs for personnel with foreign language competencies to work abroad have risen, our internal needs have increased proportionally. For many positions in Federal and local government, in business and industry, for the professions, and for research in all fields, language proficiency has become a major asset, if not an absolute necessity.

The days when foreign language knowledge was a cultural luxury for the few are gone. It is to our advantage to provide as many of our young people as possible with necessary language skills. Mortimer Graves, a well-known linguist, has gone so far as to predict that every American who aspires to anything other than menial participation in the life of the 1970's or 1980's will need some sort of control of three or four or a half dozen languages, Asian or African as well as European. The section on using foreign languages on the job, which appears later in this bulletin, gives examples of ways in which modern foreign languages are of practical use.

What About English?

The claim is often made that English is so widely used among the educated people of the world that we can conduct our essential business through the medium of English or through interpreters. It is true that the use of English as a native or official language is more widespread than that of any other world language except Chinese, and that English is probably the foreign language most taught in schools throughout the world. But retention of national or local languages is a matter of pride, especially in many developing nations where the language serves as one symbol of newly achieved independence. Although through the continued advance of communications the dream of a common worldwide language may one day be realized, we cannot wait for this to happen.

Improvement of Foreign Language Instruction

To initiate a nationwide strengthening of our language capabilities, the National Defense Education Act of 1958 included a Language Development Program in higher education and provisions for improving modern foreign language instruction in the elementary and secondary schools. The modern foreign language instruction program is planned as a continuing undertaking and will operate under the Act, as at present extended, at least until June 30, 1964.

We must now aim to achieve vastly more in foreign languages in the high school than we ever attempted before. Instead of attracting a small percentage of the students to the study of a foreign language and losing most of them before they have made any substantial progress, we must interest a far larger number in the serious study of a language and encourage them to continue long enough to make proficiency possible. Since these aims reflect the national need, there is much to consider by way of better counseling, better adaptation of instruction to students, and better articulation of elementary-secondary-college language programs.

Who Should Study a Foreign Language?

Elementary School Pupils

In order to be effective, programs of foreign language in the elementary school (FLES) should be an integral part of the school day and of the foreign language sequence of the school system. All children in those grades offering a foreign language should participate. The National Education Association (NEA) and the Modern Language Association (MLA) jointly make this assumption when they recommend that, preferably not later than the 3d grade, all children should have the opportunity to listen to and speak a second language.

Secondary School Students

Foreign language study is generally elective in the secondary school. In the past, students taking a foreign language have come from the college preparatory group, and there has been a tendency to consider foreign language study too difficult for the average child. Objectives and teaching methods, however, are not the same today as they were a few years ago. All students, according to recommendations of the National Association of Secondary-School Principals in 1959, should have the opportunity to elect foreign language study and to continue it as long as their interest and ability permit, whether or not they are planning to go to college. These recommendations take into account curriculum adaptations which seem indispensable in the light of present and future needs, as the following excerpt shows:

> At a time when events anywhere in the world can produce immediate and profound repercussions on our everyday life, when decisions in this country involving other world areas are commonplace, and when an individual from any part of our country may find himself dealing with non-English-speaking peoples, some experience with another modern language and some understanding of another modern culture become extremely important.

Because of the number of languages involved and the number of persons with language competence needed, many specific foreign language skills for practical purposes must be acquired outside the classroom. A formal educational experience in learning one language can give a student a sound basis for learning another language on his own. The equipment that comes from having learned a foreign language should be an element in basic education, and like all such elements should be the birthright of every young American.

The Academically Talented

Academically talented youngsters should be studying at least one modern foreign language throughout their high school years. Students having special language aptitude can be encouraged to elect either Latin or a second modern foreign language while continuing the first. A second foreign language should not be added, however, until the sequence of study in the first has been long enough to assure a reasonable control of its structure and sound system. It is better for a student to study one foreign language until he has achieved fair proficiency in it than to study two or more languages for a shorter period of time. A recent report suggests that the learning of a second and third language by Americans of the future will be not so much an academic as an administrative problem.

It is important to identify as early as possible those students who are especially able in language learning, in order to give them a sound foundation. They may then have the time and interest to become linguists or other language specialists. Early identification of special ability is likely to be made on the basis of student performance in the program, rapidity of advance, and depth and quality of perception.

Potential Leaders

Our national leaders, who assuredly need a high level of foreign language competence, can be expected to emerge from among the students in the top 15 or 20 percent of the graduating classes. Therefore all students in this group, according to recommendations made at the NEA and MLA conference on the academically talented, should be required to study foreign languages in a long sequence.

Bilingual Students

When youngsters who have studied a foreign language in the elementary school enter secondary school, they should be given an opportunity to continue the study of the same language. Similarly, those who come from non-English-speaking homes should be encouraged to study their mother tongue, either in school or outside.

Everyone is aware of the existence in the United States of numerous groups of speakers of other languages than English, for example, the speakers of Spanish in the Southwest, Florida, and New York City; of French in New England; of German in Pennsylvania; and of the Scandinavian languages in Minnesota. The State reports on the 1960 census, which included a question as to the respondent's mother tongue, showed the presence in the country of native speakers of more than 20 additional languages in numbers unsuspected by most people. Since "mother tongue" was defined for the purposes of the census as being the principal language spoken in the person's home before he came to the United States, second or third languages were not tabulated. Spanish-speaking Puerto Ricans who are, of course, not "foreign born" were not counted.

These persons, and particularly their children, represent a language resource, a potential pool of literate bilinguals, which has not been adequately exploited. Social pressures for conformity exerted on minority language groups in the United States have, in the past, resulted in neglect of this resource; but in most parts of the country the attitude toward those who use a foreign language has now drastically changed.

It must be recognized that classwork should be individualized to meet the bilingual student's special needs. A student who speaks and understands a language does not benefit from the usual introductory course designed for English-speaking beginners. He needs to learn to read and write what he already speaks and to improve his command of the spoken language, in just the same fashion as English is taught to English-speaking youngsters.

American Children Living Abroad

Well over 170,000 American children living abroad are currently enrolled in the U.S. Armed Forces dependents' schools, American overseas schools in Europe and Asia, binational schools in Latin America, or other private schools. The majority of these institutions either require or encourage the study of the language and culture of the host country. In addition to French, German, Italian, and Spanish, less common languages in sequences up to 12 years in length are being offered. Uncommon languages now being taught in host countries include Arabic, Chinese, Danish, Dutch, Greek, Japanese, Norwegian, Portuguese, Tagalog, Turkish, and Urdu.

The number of youngsters who return to the United States with a good foundation in a foreign language will increase with the increasing number of U.S. personnel stationed abroad. An effort should be made to arrange suitable placement of these youngsters in programs in the same language. If the high school does not offer the language, it would be worthwhile to explore ways of providing out-of-school opportunities for the student to maintain and improve his knowledge. In many communities there are persons who have learned one of the more than 50 languages offered in Government training programs, as well as foreign students and visitors, new citizens, and members of professional groups who use a foreign language in their work. It is often possible to locate individuals who would be willing to help a high school student in the language he has begun. Some form of systematic practice may be arranged, either through clubs and community projects or through the use of tapes and records made by native speakers. Such effort is becoming more and more feasible, and ought to be made not only in the interest of the individual student, but also as a means of building up in this country a greater range of language abilities.

When To Begin Modern Foreign Language Study

FOREIGN LANGUAGE LEARNING can begin at any age. The basic problems of pronunciation, structure, and vocabulary are the same whether the beginner is 6 or 60 years old. But there are varying advantages and disadvantages to starting at the varying age levels.

Before Adolescence

The Canadian neurosurgeon Dr. Wilder Penfield, who has conducted extensive research on the human brain, has concluded that the specialized areas of the brain used in speaking are most plastic and receptive to language learning before adolescence. Dr. Paul Glees, professor of histology and experimental neuroanatomy at Göttingen University, West Germany, expressed his views at a UNESCO conference on the teaching of foreign languages to younger children, which was held in Hamburg in April 1962. Dr. Glees is in general agreement with Dr. Penfield, but differs somewhat in that he believes ages 3 and 4 to be most suitable for beginning foreign language instruction. Young children have a greater capacity than older learners for imitating sounds accurately and for assimilating another linguistic structure. They are not handicapped by the self-consciousness and interference arising from fixed speech habits that trouble adolescents and adults. Nor are they plagued by the need to analyze what they hear and say or by dependence on the printed word.

The chief advantages of an early start, therefore, are the greater ease in learning and the chance to develop near-native proficiency in pronunciation and in limited areas of speech. Persons who have acquired a spoken language in childhood feel at home in that language to a degree that is seldom possible otherwise. Studies of bilingualism, often cited to indicate a degree of retardation due to use of two languages, frequently show instead the effects of *instruction through* a second language rather than through the mother tongue. No adverse effects directly caused by the *introduction to* a second language have been observed. The participants at the UNESCO conference found no reason why all children, except for the mentally retarded, should not have the opportunity of exposure to a second language.-

The number of foreign language programs in the elementary schools continues to increase very rapidly in all parts of the country. By 1963, for example, foreign language instruction will be given as part of the regular curriculum in all Seattle, Washington, public elementary schools, beginning with grade 3. The National Association of Secondary-School Principals has called attention to the growing number of pupils whose modern foreign language study begins in the elementary school and has recommended that secondary schools attempt to arrange suitable class placement for learners so that they may continue their modern language study without a break.

After Adolescence

The junior high school still constitutes the major gap in foreign language programs, but many schools are initiating modern foreign language study in grades 7 or 8. The California Legislature, in its 1961 session, made mandatory, starting July 1, 1965, the teaching of a foreign language to all pupils in grades 6, 7, and 8 in all the public schools in that State. At the same time, the many California schools offering foreign languages earlier than grade 6 are being encouraged to continue their programs, provided that the same language can be offered in an unbroken sequence through grade 12. The general or exploratory language course in the junior high schools of the Nation is generally being abandoned in favor of an earlier beginning in one language.

For many students the first opportunity to start a foreign language comes at grade 9 or 10, permitting only 3 or 4 years of study in high school. If opportunity or motivation has been absent before adolescence, the study can still be successful, although the older the learner is, the more difficult he usually finds it to achieve good pronunciation and ease and accuracy of expression. Organized memory, reasoned association and synthesis of ideas, and increased capacity for concentrated attention and abstraction are assets of the older beginner. Foreign language study can make a nonvocational cultural contribution to a secondary or college education, and the experience gained in learning one foreign language should make each additional foreign language easier to acquire. Most persons who undertake to learn their first foreign language as adults have the advantage of possessing a specific purpose and high motivation. Such students lack the child's natural capacity for imitative learning, but this handicap can be greaty reduced through the use of audiovisual materials, and methods which stress listening comprehension and mimicry-memorization.

How Long To Study a Modern Foreign Language

HOW MUCH TIME IS ADEQUATE for achieving something approaching mastery of a foreign language? The average amount of instruction in a 2-year high school program has been estimated at about 200 to 250 class hours. Contrast this with the following program developed by the Arabian American Oil Company for its employees in the field, all of whom live in the language environment, with native teachers available as models and with electronic aids for practice:

Courtesy Arabic

50 hours of classroom instruction supplemented by intensive oral drill. This equips the student to meet people socially, ask directions in the street, and make simple purchases.

Work Arabic

200 additional hours of classroom instruction, supplemented by on-the-job practice. This enables the student to acquire sufficient fluency to give necessary instructions to native workers on the job and to explain routine operations.

Comprehension Arabic

1,000 additional hours of instruction, including reading, composition, grammar, and conversation, supplemented by audio materials and self-study aids. The course is completed by 6 weeks' residence in a native village where the student hears no English and is on his own in Arabic.

Not every employee's instruction in Arabic ends at this point, however, for some are expected to continue study for an additional year or two at an Arab university in order to acquire facility approaching mastery of the language.

Foreign Language Sequence Needed for Mastery

In terms of the school program here at home, the student would require 8 to 10 years of foreign language study to reach a level comparable to the "comprehension" stage of the program in Arabic described above. Students, as well as parents and teachers, should realize that language facility is a progressive acquisition of skills which is never completed. Expectations of results should be realistically based on the amount of time and effort devoted to language practice. We need only compare the time allotted to foreign language study in our schools with that allotted to the study of English even though the child already speaks English when he enters the 1st grade.

Present Foreign Language Sequence in the High School

A 3-year high school sequence can hardly be expected to produce a high level of proficiency, but if this is the most that can be offered now, the foreign language should be available in grades 10, 11, and 12 so that an unbroken continuation at the college level can be assured. The National Association of Secondary-School Principals recommends that a minimum of 4 years' sequential study be available to students who can profit from it. As the grammar-translation-reading approach to teaching is abandoned in favor of an audiolingual approach, more students will continue through the 3d and 4th years of study. Until enrollments in advanced classes increase sufficiently to warrant having separate classes at each level, it may be necessary to group advanced students together in a single class and arrange for individual study and practice. No student should be deprived of the opportunity to continue his study. In very small schools, advanced students might continue through correspondence courses with recordings or through the use of programed materials with audio aids.

Future Foreign Language Sequence From the Elementary School Through College

The ideal language program is senior high school and college experience based on foreign language study in the elementary and junior high school. Such a program will probably be normal in the future. Many school systems are now working toward a sequence of this length in one or more foreign languages. As an interim plan, until a program of 5, 6, or more years can be offered, the schedule may provide for 4 years of language work spread over a 6-year period. There are certain advantages to experimenting with such plans. They allow an earlier start in language study and at the same time permit better articulation with language programs at the college level. Thus instruction begun in the 7th grade may continue through the 12th grade, although the language would not be studied on a full-time basis every year. In schools where some pupils begin a language in the 7th or 8th grade, separate programs should be maintained for pupils who have started a language in the early elementary grades. Pupils who have done well in their first foreign language should be encouraged to add a second at grade 7 or 9 while continuing to study their first.

Continuity

Although achievement of continuity between the various levels of schooling may be difficult when separate provision has to be made at each level for beginners and for those continuing their study, yet suitable placement or class assignments should be attempted. Similarly, the college needs to provide courses for the continuation of high school foreign language sequences, as well as for those of its students who start a second or third foreign language. Colleges have always accepted the latter responsibility, but increasingly they are insisting that students come to them with a demonstrated proficiency in at least one foreign language. At the same time, colleges are granting more entering students advanced placement in foreign language classes. The section on college entrance and degree requirements in this bulletin gives more detail on practices and policies mentioned above.

Foreign Languages for Nonspecialists

Not everyone needs to become highly specialized in his knowledge of a foreign language, and not all students will choose to complete a 4- to 6-year sequence of study in high school and undertake further formal study of the same language. It is important, however, that every stage of foreign language learning should be satisfying and educationally valuable to the student. Adaptation of language teaching to the interest, maturity, and psychological needs of students should not be confused with a lowering of achievement standards. To pitch the level or the tempo of a course higher than is attainable should not be confused with high standards in terms of the objectives of modern foreign language teaching. Teamwork on the part of teachers and guidance counselors can provide for a wide range of student abilities and interests, up to and including the academically talented. It is of the utmost importance that students who elect a foreign language gain an understanding of what language is and how it functions, and confidence in their ability to learn to communicate in practical situations with people of non-English speech. They will thus avoid the psychological block in relation to foreign language learning which had grown up in this country in the past. An adult who recalls with bitterness his school experience with foreign language study often considers himself unable to learn another language and is repelled by the prospect of having to learn one. On the other hand, a person whose previous language learning left him with a sense of accomplishment and interest is able later to tackle the study of an additional foreign language with confidence.

Which Foreign Language To Study

Supply and Demand

Our national foreign language needs are no longer restricted mainly to the languages of Western Europe, but include the major languages of Eastern Europe, Asia, and Africa as well. Within the next few years, the majority of educated Americans will need to achieve reasonable proficiency in more than one foreign language as a part of their general education. The languages of the world now spoken by over a million persons each are listed in Appendix A.

Since it is impossible for a child in elementary school, a high school pupil, or even a student in his first years of college to know with certainty which of the 40 or 50 major languages of the world he will need in his career, he must consider other factors as well in making his selection.

Choice in the Elementary School

Elementary school pupils usually have no choice as to which foreign language to study. The language offered by the school is often decided by the availability of suitable materials and trained teachers, and the possibility of a sequence of study in the same language extending into the secondary school. French and Spanish are now the most common languages in FLES programs. But there may be special advantages in beginning the so-called difficult languages at this level, since under similar circumstances children seem to learn one language as readily as another.

Choice in the Secondary School

Students who have been in a FLES program will usually continue to study the same language in secondary school. Whether the student is undertaking the study of a modern foreign language for the first time or is adding a second, the particular language he decides to study will depend on which languages the school offers and on individual motivation, family preference, community background, vocational interest, travel opportunities, and other considerations.

Many small high schools offer only one foreign language, so that the student is faced with no problem of choice. If, however, two or more languages are available, students sometimes wonder whether any particular language should be studied first as a foundation for the second. There is no evidence that any one language is better than another in providing a basis for second language learning.

Spanish, French, German, Italian, and Russian are the modern foreign languages most often offered in the secondary schools. Arabic, Chinese, Japanese, Hindi, and Portuguese have been assigned high priority in terms of national need, but colleges and universities now bear the major responsibility for teaching these and other less common languages. As more qualified teachers and suitable materials become available, additional languages will no doubt be taught in the high schools.

A language which is added to the high school curriculum should be offered on the same basis as the others. If a student's first choice is Russian or Chinese, for instance, the earlier he starts, the more proficiency he is likely to acquire. There is no reason why he should be required to take 2 or 3 years of Spanish, or French, or German first.

Postponement of Foreign Language Study

A student may consider foregoing or postponing the study of a foreign language if his first choice is not available. When language study is functional, any language in which the student has attained proficiency will prove useful to him. Each language studied makes a unique contribution to an individual's preparation for wider contacts with other peoples of the world. The student's purpose in studying a first foreign language should be not only to gain some useful control of that particular language, but also to acquire language-learning skills and techniques from the experience. He needs this know-how to expand his skills in the language after leaving the classroom and to learn additional foreign languages as need arises.

Considerations Affecting the Choice of Language

Before making his final choice of a modern foreign language, the student should have assurance that (1) the language is taught in a listening-speaking-reading-writing sequence, (2) the sequence of study will run long enough to make proficiency possible, and (3) the language he plans to continue in college will be a part of his 12th-grade program.

What About Latin?

In helping pupils choose a second foreign language, the question of Latin will need to be considered. The obvious relevance of modern language study to modern life should not obscure the value of the classical languages. Additional discussion of the differing aims and objectives of contemporary and classical languages may be found in the following publications:

Connecticut State Department of Education. *Foreign Languages: Grades 7–12.* Curriculum Bulletin V. Hartford: the Department, September 1958. p. 6, 38.

"FL Program Policy." *PMLA*, 71: xxiii, September 1956, Part 2.

Brooks, Nelson, *and* Levy, Harry L. "Latin and Modern Languages." In Northeast Conference on the Teaching of Foreign Languages, 1959. *The Language Learner: Reports of the Working Committees.* Frederick D. Eddy, *ed.* Washington: Georgetown University, 1959. p. 57–58.

Predicting Success in Foreign Language Study

COUNSELORS are frequently expected to apply some standard criteria in advising students about foreign language study. Over half the Illinois high schools polled for the Allerton House Conference in 1957[1] reported using objective measures for determining who should study a foreign language. In descending order of frequency, the criteria most often mentioned were test scores in scholastic aptitude, intelligence quotient, ability in English, and foreign language aptitude.

Grade Average and Intelligence Quotient as Indicators

School officials and parents have been generally disappointed when they have depended on intellectual ability or academic achievement as sole indicators of probable success in the study of a foreign language. Intelligence quotient has a general but less direct bearing on language learning than on some other school subjects. A recent research project,[2] designed to make possible prediction of success in foreign language study at the junior high school level, showed that intelligence quotient, when used alone, was the poorest predictor of the four measures used. One reason is that a number of the abilities measured in a typical intelligence test are not relevant to foreign language learning when skills are developed through abundant guided practice in the language itself. Knowing a language seems to be a matter of mastering basic habits of reacting to the sounds, structure, and vocabulary of a particular language. Pupils of limited academic ability sometimes display great facility in learning to understand and to speak a foreign language.

---

[1] Southern Illinois University. *Foreign Language Teaching in Illinois: Report of the Foreign Language Study Group.* Allerton House Conference on Education. Carbondale, Ill.: the University, 1957. p. 15.

[2] Barbara von Wittich. "Prediction of Success in Foreign Language Study." *Modern Language Journal*, April 1962. p. 211.

Foreign Language Aptitude Tests

For more specialized foreign language study, such as that pursued in intensive courses in which it is necessary to gain high proficiency in a very limited time, rapid learners can generally be identified through foreign language aptitude tests. In high schools, these tests, used in conjunction with other types of information, can assist in ability grouping. They should not be used to screen out students who are motivated to study a foreign language. Present aptitude tests do not predict whether one foreign language can be studied more successfully than another.

What Research Shows

Research during the last 30 or 40 years has attempted to provide a measure of linguistic aptitude and to identify its component parts. But weaknesses inherent in this research have prevented its leading to accurate prediction of success in foreign language study. Among these weaknesses has been the fact that in most of this research exclusive attention has been paid to special groups, mainly college students and adults. The criterion of teachers' marks, frequently used as a measure of success, is unreliable. Some standardized objective-type tests are reliable for measuring ability to read, write, and translate, and knowledge of formal grammar, but lack sections for testing aural and oral achievement and thus fail to reflect the current objectives of foreign language teaching. According to present knowledge, about 35 percent of the variance in foreign language achievement is accounted for by a combination of verbal intelligence and motivation. The remaining 65 percent is still to be investigated.[3]

Best Predictor of Success

None of the criteria discussed above, singly or in combination, is of sufficient validity to justify its use as a basis for exclusion of potential language students. Anyone able to use his native language to conduct the ordinary affairs of life can also acquire a reasonable competence in a second language, if given sufficient time and opportunity to do so and if sufficiently motivated. A tryout of a semester or a year in the foreign language to be studied is regarded as the best predictor of success.

---

[3] Paul Pimsleur, *and others*. "Student Factors in Foreign Language Learning." *Modern Language Journal*, April 1962. p. 169.

Developing Foreign Language Skills

Learning a Modern Foreign Language

High school students studying a foreign language for the first time may start with some naive notions about what language is. They often believe that other languages are the same as English except for the words. They expect to learn the exact equivalents of English words which will then fit into sentences that have the same word order and construction as English sentences. Since their formal study of English is associated with reading and writing, they probably expect to begin the study of the foreign language from a book rather than by listening to new sounds. They may need to be reminded that they heard and spoke English for about 6 years before they began learning to read and write it. Similarly, they should begin learning their second language by listening and speaking. In the natural progression of language learning, reading and writing follow. On the other hand, students should not expect to learn a new language as an infant learns his mother tongue, but should make use of all the assistance that maturity, education, linguistic sophistication, and instructional aids can give them.

Speaking

Students generally do not realize that each language has its own distinctive rhythm, intonation, and stress patterns. For this reason characteristic patterns of the mother tongue when transferred to the foreign language cause a foreign accent. Except in early childhood, it is very difficult to acquire a native pronunciation. But it is entirely reasonable to expect the high school student, and the adult learner as well, to acquire a pronunciation acceptable to a native speaker. He can learn to speak in such a way that the native is able to concentrate on what is being said and is not distracted by the manner in which it is being said. Acquiring facility in speaking is largely a matter of guided practice in imitation until the new set of language habits is firmly established. Descriptions of how the language works (rules of grammar) are helpful in the same way that the rules for playing a game are useful. To develop skills, there is no substitute for actual performance and constant practice.

Understanding

Listening practice is another essential phase of language learning which needs to be continued indefinitely. It is often more important to understand what is being said than to be able to speak well. In reaching self-sufficiency in understanding the spoken language, there are many levels of difficulty ranging from conversation with one person to the rapid crossfire of many voices heard more or less simultaneously in a large group. Telephoning, adapting to different levels of usage (small child, taxi driver, college professor), and understanding announcements over loudspeakers (flight numbers, departure of trains), for instance, require a degree of skill attained only through extensive practice in a variety of situations.

Reading and Writing

Reading and writing are not neglected in an audiolingual approach to foreign language learning. Generally speaking, at the start students read and write only what they have practiced orally and then only for the purpose of reinforcing the oral skills. Reading of unfamiliar materials and extensive writing are postponed until a firm basis has been established in understanding and speaking the new language. Acquisition of the fundamental skills of associating letter combinations with sounds and of reading aloud combinations of known words in sentences constitutes the first stage in learning to read and write. The foundation is thus laid for further effort leading to the long-range goals—the ability to read rapidly for comprehension, without mental translation, and with literary perception and appreciation, and the ability to write literate free compositions.

Continuous Work Essential

In undertaking the study of a foreign language, the student should realize how much time and effort will be involved. Learning a language is a very complicated process. He has probably never thought much about it, since he learned his native language without conscious effort. Even though a high school student hears and speaks English rapidly, automatically, and with ease and confidence, he has not completed his task of learning English. If he looks at the study of a foreign language realistically, he will not expect to master it overnight; neither will he feel that he cannot learn it at all. He has already proved his ability by learning one language, his mother tongue. The important thing for him to keep in mind is the necessity for doing well a small amount every day. To acquire and retain language skills requires regular practice and consistent purpose.

Extracurricular Foreign Language Practice

A. Inside the United States

MORE RAPID PROGRESS in learning to understand, speak, read, and write the foreign language studied in school can be made if the student avails himself of the opportunities for outside practice, both during the school year and when classes are not in session. He does not need to leave the United States or even his local community to find resources, either already present or easily created, for practicing foreign languages.

Radio and TV

A number of cities have regular commercial radio broadcasts in one or more foreign languages designed for the native speakers of the area.[4] Newscasts, commercials, political speeches, soap operas, variety shows, interviews, and play-by-play accounts of sports events attune the ear to the language used in real life situations. The total time devoted to foreign language broadcasts varies from as little as 15 minutes a week to the entire time that a station is on the air. Fifty-seven radio stations have programs in French, 60 in German, 90 in Italian, and 182 in Spanish. In addition, broadcasts in French and Spanish may be received from Canada and Mexico in border areas adjacent to these countries. Programs in a surprisingly wide variety of tongues of Europe and Asia, as well as in American Indian languages and Eskimo, are also broadcast.

A high school student enrolled in Russian or another foreign language less commonly taught should be especially encouraged to listen to radio programs in his language of study whenever possible, since his opportunities for practice are likely to be more limited than if he were studying Spanish or French, for instance. Radio stations broadcasting in Arabic, Chinese, Japanese, Portuguese, and Russian are listed below.

---

[4] For a complete list, see the current issue of the *Broadcasting Yearbook* published annually by Broadcasting Publications, Inc., 1735 DeSales Street, NW., Washington, D.C. All data cited in this section is from the 1963 *Yearbook*, p. D–27–30.

Language	*Station*	*Location*	*Total program hours per week*
ARABIC	WHIL	Medford, Mass	½
CHINESE	KBCO(FM)	San Francisco, Calif	9
	KLOK	San Jose, Calif	11½
	KAHU	Waipahu, Hawaii	2½
JAPANESE	KGST	Fresno, Calif	1
	KLOK	San Jose, Calif	7¼
	KAGR	Yuba City, Calif	1
	KIPA	Hilo, Hawaii	29
	KAIM	Honolulu, Hawaii	17½
	KOHO	Honolulu, Hawaii	all
	KTRG	Honolulu, Hawaii	36
	KTOH	Lihue, Hawaii	7½
	KAHU	Waipahu, Hawaii	37½
	WPFR(FM)	Terre Haute, Ind	½
	KTW	Seattle, Wash	½
PORTUGUESE	KRE	Berkeley, Calif	9½
	KPER	Gilroy, Calif	7
	KGST	Fresno, Calif	6
	KNGS	Hanford, Calif	4
	KLBS	Los Banos, Calif	7
	KWIP	Merced, Calif	1
	KYOS	Merced, Calif	1
	KFIV	Modesto, Calif	7
	KIDD	Monterey, Calif	2
	KLOK	San Jose, Calif	13½
	KCOK	Tulare, Calif	11
	WBRY	Waterbury, Conn	½
	WSOR	Windsor, Conn	1
	WSAR	Fall River, Mass	3
	WHIL	Medford, Mass	1
	WBSM	New Bedford, Mass	2
	WNBH	New Bedford, Mass	1¾
	WPED	Taunton, Mass	1¼
	WADK	Newport, R.I	2½
RUSSIAN	KLOK	San Jose, Calif	1
	WHOM	New York, N.Y	½
	WKRC–FM [5]	New York, N.Y	½

In addition, various types of broadcasts originating outside the United States can be received by short wave. A radio ham who has established contact with a fellow operator abroad is eager to send and receive messages in the foreign language.

---

[5] Noncommercial education.

Domestic TV newscasts and programs of special events which often show foreign personalities speaking in their own languages offer good listening practice. The first experimental transmission of TV programs from abroad by means of Telstar, an international communications satellite, foreshadowed the regular reception of foreign telecasts in the future. In addition, a number of educational TV stations schedule program series designed to teach foreign languages.

Foreign Films and Plays

In those communities where movie theaters do not exhibit foreign films, TV showings of films with non-English sound tracks may serve as a substitute and give practice in comprehension. Art theaters and museums, as well as commercial theaters in communities with an interest in certain languages, sometimes present foreign films with the original sound tracks. The practice of showing good foreign films is becoming more common, even when the language used is not likely to be understood by many persons. In one city, for example, films shown recently included some with soundtracks in Bengali, Greek, Japanese, and Swedish, as well as in French, German, Italian, Portuguese, Russian, and Spanish. Theaters in larger cities sometimes book foreign plays in the original language.

Other Community Resources

Other types of community activities, such as church services, presentations of choral groups, and folk festivals, also provide opportunities for hearing authentic foreign speech. And public libraries often sponsor storytelling hours in foreign languages.

Participation in informal gatherings arranged by local hospitality groups for foreign residents and visitors can afford opportunities for experience both in understanding native speakers and in talking with them in real life situations. During the academic year 1961–62, there were present in the United States more than 72,000 foreign nationals classified as students, faculty members or scholars at institutions of higher learning, or interns or residents in hospitals. They came not only from Europe and Latin America, but also from Asia and Africa. In addition, there were foreign business and industrial trainees who were not included in the 1961–62 count. Use should also be made of the language abilities of people in the community who either are foreign born or have lived abroad long enough to become competent in a foreign language. Many such persons would be interested and willing to assist in giving students opportunities for practice.

Recordings

Many disk and tape recordings that are available commercially or from school or public libraries may be used for practice at home. Some family groups enjoy learning with the aid of spoken language records and songs which they can follow in the foreign language. If native speakers of the language are available to record poetry, stories, songs, or materials of special significance, there is added personal interest in listening to the foreign language.

Short Trips and Excursions

Trips to the United Nations Headquarters, the Pan American Union, foreign embassies, the Alliance Française, foreign restaurants, and other centers whose activities are conducted in foreign languages, serve as exciting tests of the student's ability to understand foreign speech.

Letter and Tape Exchange

Students may be interested in exchanging letters or tapes in a foreign language. It is advisable for the student to write or record the greater part of the message in English, and for the foreign correspondent to respond in his own language. Thus both students receive excellent models and neither has to limit the content of the material he produces to what he can say in the new language. The letters and tapes received, being authentic samples of the way native speakers express themselves, make highly interesting reading or listening in the foreign language. When a student requests a correspondent, he should list his special interests, such as stamp collecting, photography, maps, or sports, so that he may be matched with a correspondent having similar tastes. Enclosures sent with the messages may mark the beginning of the student's specialized study of certain phases of the country and the people. Some sources of information on arranging tape and letter exchanges follow.[6]

Letter Writing Committee, Inc., People-to-People Program, World Affairs Center, Minneapolis 14, Minn.

The committee will channel requests for correspondence to the group in the United States best able to service requests at that particular time.

U.S. Information Agency, Office of Private Cooperation, 1776 Pennsylvania Avenue NW., Washington 25, D.C.

U.S. high schools are asked, through their principals or teachers, to form partnerships with overseas schools in Africa, Jordan, Korea, India, Chile,

---

[6] The U.S. Office of Education does not accredit, approve, recommend, or endorse educational institutions or any private or commercial services.

Mexico, and Brazil. The program may include exchanges of letters, scrapbooks, tapes, school newspapers, art and craftwork, and even of students and teachers.

Professor Frank Dunbaugh, 4300 Lennox Drive, Coconut Grove, Miami 33, Fla.

Professor Dunbaugh and his colleagues will arrange letter exchanges between students in the United States and in 42 other countries through their language teachers. A stamped self-addressed return envelope should be enclosed with each student letter sent him.

Pan American Union, 19th Street and Constitution Avenue NW., Washington, D.C.

The Pan American Union Information Series Bulletin 1959, No. 2, lists agencies in the United States and in Latin America which promote the exchange of inter-American correspondence, and describes their services.

Bureau de Correspondance Scolaire, Dr. Frances V. Guille, Director, College of Wooster, Wooster, Ohio.

The teacher in the United States sends the bureau a list of his students, indicating age and special interests of each. The bureau then sends a list of French correspondents, matched as closely as possible to the U.S. students, for classroom distribution. Correspondence is begun by the French students. There is a 20-cent service charge for each name supplied.

Professor G. Schulz-Behrend, German Department, University of Texas, Austin 12, Tex.

Professor Schulz-Behrend has application blanks for pen pals in West Germany, ages 10–25. He will forward the completed blank with the first letter to Anna-Maria Braun of Internationales Korrespondenz-Büro, Lindwurmstrasse 126–A, Munich, for distribution within West Germany.

Correspondencia Escolar, Professor Harley D. Oberhelman, Department of Foreign Languages, Texas Technological College, Lubbock, Tex.

Professor Oberhelman will arrange for teachers to receive the names of Spanish-speaking correspondents for their students. There is a 25-cent charge for each name supplied.

The Voicespondence Club, Noel, Va.

The club arranges for the exchange of tape recordings in English, Spanish, Portuguese, French, and other languages among its members throughout the world. Persons of any age are eligible for membership, for which there is an annual charge of $3. A quarterly magazine is sent all members.

World Tape Pals, Inc., P.O. Box 9211, Dallas 15, Tex.

This organization sponsors World Tapes for Education, a program of tape exchanges between students and educators. Annual dues for U.S. members are $5 and include a bimonthly magazine *Tape Topics*. There are members in 63 countries and territories of the free world.

In addition to the services listed above, organizations like the American Friends Service Committee include exchanges of correspondence and student-prepared projects as incidental features in their international programs.

Foreign Language Publications

Students in intermediate and advanced foreign language classes can be encouraged to read widely. Foreign newspapers and magazines are sometimes available in school and public libraries or may be purchased at newsstands. Subscriptions are easily placed. Some bookstores stock literary, technical, and other publications from various countries.

Other Activities

Through programs of student language clubs, summer camps, and youth organizations it is possible to plan many incidental and informal activities in which a foreign language is used.

School and Community Contribution

Teachers and school officials should keep the community well informed concerning the school foreign language program and should stress the need for providing abundant opportunities for extracurricular language practice both at home and abroad. When the need is understood, many individuals as well as civic and cultural groups will work creatively to enliven the language learning experience and make students aware of the community's interest and pride in their achievements.

B. Outside the United States

THE IMPORTANCE OF INTERNATIONAL PROGRAMS and activities and their potential educational contribution to our Nation was recognized by the Working Committee of the Conference on the Ideals of American Freedom and the International Dimensions of Education, held in Washington, D.C., in March 1962. One of the summary proposals in its report dealt directly with this subject in the following words:

> Participation must increase in worldwide cultural relations programs, such as educational exchanges, international contacts among educational institutions, technical assistance, etc. Ideally all American students at secondary and college level should have a minimum of one year of study or teaching abroad.

Interest in programs designed to promote international understanding and improve our intercultural relations with other countries of the world is growing rapidly. One indication is the number of U.S. students who study abroad. In the academic year 1961–62, they totaled nearly 20,000, not counting summer school students, and were enrolled in 590 institutions in 66 different countries. Summer, semester, and academic year study opportunities are multiplying so rapidly that it is impossible to list individual programs in this handbook.

Opportunities abroad for high school students, especially during the past 5 years, have also expanded tremendously; and they continue to expand. The Council on Student Travel has estimated that more than 5,000 high school students traveled abroad under various programs in 1962. Several programs are sponsored by State organizations, usually for their own students. Examples are the Indiana University Honors Program in Foreign Languages for High School Students, and the program of the Utah Council of Foreign Language Teachers. Some local public school systems and independent schools organize programs abroad for which students from neighboring States or even from the whole Nation are eligible. A number of religious groups also have programs abroad for high-school-age members of their faith, drawn from the local community or from the entire United States.

High school students who know that they will be able to make real use of their foreign language will have an added incentive for the hard work required to gain competency. Ability to communicate effectively with native speakers of a foreign language in a foreign country is an exciting and deeply satisfying experience.

Character of the Programs Abroad

For the majority of the programs carried on outside the United States, some competency in the foreign language involved is required or strongly recommended. Although a few of these programs are confined to a single project or activity, most are a combination of two or more types. Examples of these activities are student exchanges; study abroad for a summer, semester, or year; excursions, trips and tours; camping; work camps and work in individual jobs; and family living. Some of the programs offer scholarships or other forms of financial aid to cover part of the cost. Appendix B describes some representative programs available to students and suggests sources of information.

Using Foreign Languages on the Job

It is impossible in a bulletin of this size to enumerate or describe in any formal way all the vocations and professions in which foreign language in varying degrees of proficiency is either essential or useful. If such a list were to be made, it would include all the major categories of occupations, since in all of them foreign language competency can be either a basic requirement or a supplementary skill that enhances the value of the worker's other education, training, and experience.

For many positions in our communities at home, preference may be given, other qualifications being equal, to the person who knows a foreign language well enough to use it in everyday contacts with customers, clients, or the general public. In a study conducted at DePauw University in 1957, graduates of that university reported on their direct or incidental use in their employment of the foreign language studied in high school and college. Out of 187 respondents to the questionnaire, 106 were in gainful employment involving use of a foreign language. The variety of the activities reported was extraordinary.

A search of the *New York Times* classified advertisement section for December 6, 1959, revealed 151 advertisements of jobs demanding a knowledge of some foreign language. The actual number of positions was greater because some of the advertisements mentioned several positions available. Spanish led the list of desired languages, followed by French and German, in descending order. Also listed were Italian, Dutch, Polish, Russian, Greek, Hebrew, Portuguese, and Yiddish. Types of positions ranged from clerk to export manager, engineer, and social director, with a corresponding salary range.

Similarly local business concerns such as travel bureaus, transportation companies, hotels, restaurants, department stores, and specialty shops all need employees with foreign language skills to deal with non-English-speaking customers. Although their language proficiency is an advantage, personnel for these positions are hired on the basis of other qualifications and experience. The 22 percent increase in 1 year of the number of foreign visitors to the United States, who totaled about 600,000 in 1962, is due in part to official efforts to attract tourists. To aid prospective visitors, the U.S. Travel Service has set up offices abroad with multilingual staffs. Reception and information centers have also been established in several metropolitan areas. The International Visitors Information Service in Washington, D.C., for instance, maintains a 24-hour answering service manned by volunteers competent in 26 different languages, including Swahili.

Professional workers in almost every field find that knowledge of foreign languages facilitates their work. This has always been true; but our international contacts and involvements are now reinforcing these language needs.

High proficiency in one or more foreign languages is essential for such professions as that of the foreign language teacher, the scientific linguist, the interpreter, and the translator; and almost indispensable for others, for example, for many in the Foreign Service. But in these jobs, as in others requiring a lesser degree of foreign language proficiency, language skills alone are not enough. They must be combined with other professional education and training.

Some occupations for which foreign language knowledge or training is either essential or highly useful are briefly described below.

Technical Translators and Editors

When a student is asked how he expects to use the foreign language he is learning, he may say that he wants to be a translator. It is possible, however, that he does not know what is involved in this. Translation is the relating of two languages that the translator knows extremely well. When the subject matter is in a specialized field, as in all technical translation work, the translator must also have a thorough grounding in that field in order to be able to make a clear and accurate translation. Much translation, whether governmental or privately sponsored, is of articles from scholarly journals, and is usually contracted out to part-time translators who are professionals in the fields concerned. Most of these translators are competent in more than one foreign language. Agencies report difficulty in locating translators for rare or "exotic" language materials in certain subject areas, for instance, a lawyer who can translate Thai, or highly specialized chemists who can translate Russian, Chinese, Polish, Bulgarian, Czechoslovak, and Hungarian.

Translation services must rely to some extent on technical editors to prevent serious mistakes in the substance of the translation, and to eliminate the foreign words, foreign meanings of words, and non-English ways of writing, which are apt to appear in the work of a foreign-born translator writing in a language not his own. In extreme cases, the translation may be intelligible only to one who knows the translator's native language.

Literary Translators

Problems are also involved in producing a good translation of a literary text. The translator must have a thorough knowledge of both the languages with which he is working, in order to convert the exact meaning from one language to the nearest possible equivalent in the other. At the same time he must attempt to convey the fine distinctions in meaning, feeling, tone, level of usage, euphony, style, and diction of the original. Literary translations are usually commissioned by publishing houses.

Interpreters

Simultaneous interpretation (done while the speaker is still talking) is a type of translation which requires greater skill than any other. A simultaneous interpreter must be able to listen so attentively as to anticipate what is going to be said before a sentence is finished. At the same time he has to relay this sentence in another language, exhibiting all the while some effectiveness as a public speaker—a rare combination of abilities. Not only must the performance be as rapid as the speech interpreted, it must also be in the style that the speaker would be using if he were speaking English. The constant attention and effort demanded in this unhesitating flow of oral translation and interpretation is so exhausting that interpreters generally work in pairs, each taking his turn for a short period of time. The really top positions in simultaneous interpretation are nearly always filled by persons who became bilingual in childhood. Openings for this kind of work occur in sessions of the United Nations, in international conferences on any subject, and in high level diplomatic meetings of official U.S. and foreign representatives.

Consecutive interpretation (done after the speaker has completed a part or all of what he is saying) takes less skill and is used when the services of an intermediary are required on more informal occasions involving groups of visitors from other countries or individual speakers.

The official languages of the United Nations are Chinese (Mandarin), English, French, Russian, and Spanish. A study was made by the Union of International Associations of the languages used in international congresses during 1960–61 and the beginning of 1962. The principal languages among the 14 authorized for written reports in the 285 congresses surveyed, and the number of times each was used were: English, 250; French, 242; German, 121; Spanish, 47;

Italian, 24; and Russian, 12. Of the congresses, 225 authorized the use of 12 of the same 14 languages for simultaneous or consecutive interpretation. The languages most often used and the number of times for each were: English and French, 205 each; German, 127; Spanish, 45; Italian, 24; and Russian, 10. The U.S. Department of State's Division of Language Services has 22 interpreters on its staff who handle 40 languages at diplomatic conferences. The main foreign languages of diplomacy, in the order of their use during the past few years, are French, Japanese, Spanish, Portuguese, Italian, German, Russian, and, until recently, Korean. Some 350 other interpreters work part time under contract for the Language Service, acting as translators, interpreters, and escorts for foreigners in the United States under the exchange-of-persons program.

Foreign Language Teachers

The demand for competent teachers of foreign languages is very great, from the elementary school on through the graduate school and specialized language programs such as those of the Foreign Service Institute of the Department of State. Large numbers of qualified teachers of common as well as uncommon languages are needed. The special qualifications for a foreign language teacher include a command of the four basic language skills plus a good knowledge of applied linguistics, an enlightened understanding of the foreign people and their culture, and special professional preparation.

The widespread interest in beginning foreign language instruction in the elementary school has created a vast need for elementary school teachers with foreign language proficiency. More pupils are being encouraged to elect a foreign language in secondary school, and those who do so are being encouraged to remain in the course as long as possible. State foreign language supervisors report that enrollments are rising steadily, that advanced courses are being added in the languages already being taught, and that new foreign languages are being offered for the first time in many schools. There will be an even greater need for teachers when secondary schools now offering no modern foreign language add one or more to their curriculum. The North Central Association of Colleges and Secondary Schools, the regional accrediting agency for 3,500 high schools in 19 States, voted in 1959 by a 90 percent majority to raise the standards of courses required for the accreditation of schools and certification of teachers. Beginning with the school year 1963–64, all member schools must offer 2 years of foreign language instruction. The delay in the effective date was necessary because of the shortage of foreign language teachers. More teachers are also required to staff colleges and universities to train elementary and secondary school foreign language teachers, and foreign language supervisors are needed for local and State systems.

Because of rising enrollments, the shortage of foreign language teachers is becoming even more acute at every level. Some school systems foresee a doubling of their school population every 10 years, and over 50 percent ~~of~~ our high school graduates now enter college every year. As sequences of foreign language study in elementary and secondary schools are lengthened, more students will want to continue studying the same language in advanced college classes. Thus enrollments in advanced classes will rise and more teachers will be needed not only for literature courses, but also for those dealing with the geography, history, economics, social conditions, and art forms of the area concerned—all taught in the foreign language itself rather than in English. It is likely that enrollments in beginning classes of the commonly taught foreign languages will continue to be high, and that those in the less common languages will increase, as students elect as a second foreign language one they have not previously had an opportunity to study. More teachers will thus be needed for the exotic languages too.

Teachers of English as a Foreign Language

People born in the United States tend to forget that English is a foreign language to most of the world. The possibilities of teaching English as a foreign language should not be overlooked. As native speakers of English, Americans already possess the requisite language skills and have a firsthand acquaintance with the culture and civilization of the United States. But this is not enough; special training is required to enable them to teach their own language effectively and to interpret their own culture to foreigners.

Inside the United States, positions as teachers of English as a second language are available in special progams for non-English-speaking children, in naturalization schools, in colleges and universities with special programs for foreign students, and in private language schools.

There are, of course, more possibilities outside the United States. The Peace Corps is using large numbers of Volunteers as English teachers abroad. In Latin America, the U.S. Information Agency conducts binational centers, of which classes in English as a foreign language form an essential part. This agency also arranges seminars for local teachers of English in other countries of the world. The

Agency for International Development uses teachers for the teacher-training programs it conducts in foreign countries. Universities and private schools in other countries often seek trained teachers of English as a foreign language.

Teachers can have an opportunity to improve their competency in a foreign language and the experience of living in another culture by taking a position teaching other subject matter through the medium of English in the dependents' schools maintained for children of the U.S. Armed Forces in Europe and Asia. Private community- or company-sponsored schools in Europe, Asia, and Latin America, established primarily to serve the children of nonmilitary U.S. nationals in the area, are also open to other foreigners and to nationals of the country in which they are located. These schools are constantly recruiting teachers.

Scientific Linguists

The scientific linguist, a specialist in the systematic study of the structure and functioning of language, is in great demand today. This professional group should not be confused with the popular conception of a linguist as one who speaks several languages. By training and experience, a scientific linguist is qualified to carry out a complete analysis of a language, including that of an unwritten language never before described, the comparative study of two or more languages, and the study of the dialect variations within a language. He is also qualified to conduct a study of the historical development of a language and to develop theories of linguistics.

Many scientific linguists are university teachers, sometimes in departments of linguistics, more often in departments of modern foreign languages or anthropology, and occasionally in departments of psychology or speech. Teaching English as a foreign language here or abroad, planning and administration of such programs, and preparation of text materials for them are common occupations for linguists. Some work in centers of instruction for Asian and African languages as teachers or on research projects that involve the preparation of basic teaching materials for languages for which satisfactory materials do not exist. Missionary organizations employ linguists for such operations as Bible translation, literacy programs, and the creation of a recording system for unwritten languages. Some Government agencies hire linguists to supervise language training programs, to do research on American Indian languages, to determine geographic names for mapping purposes, and in other work. Machine translation and other research projects which require the services of linguists receive support from Government as well as private funds.

In the past, scientific linguists have confined their efforts in language analysis and materials preparation for the most part to the exotic languages. There is a good possibility that more of them will turn their attention in the near future to performing the same tasks for the common languages.

Foreign Language Research and the Production of New Teaching Materials

Persons experienced in research, proficient in foreign languages, and experienced in teaching are needed to collaborate with scientific linguists in designing and performing research on every phase of language learning. Activity of this kind is now being conducted in State departments of education and local school systems, at colleges and universities, and at research centers. As one result of research and experimentation, new text materials for foreign languages are being produced. Some of these are programed for use with or without teaching machines, while others are integrated course materials which make use of especially created audiovisual aids of various kinds, such as films, filmstrips, slides, recordings, or charts in addition to printed texts.

Scientists, Specialists, and Researchers in Various Fields

The foreign languages which scientists and specialists and researchers in various fields need for their work have changed considerably in the last few years. For example, the results of chemical research are now published in over 50 different languages. A count made on a sampling basis from the 1958 volume of *Chemical Abstracts* listed the languages most often used in the reports counted. They were: English (50.49 percent), Russian (16.80 percent), German (9.715 percent), Japanese (6.10 percent), French (5.485 percent), and Italian (3.58 percent). A similar study of medical literature, also made in 1958, revealed the languages most often used to be: English (58.74 percent), German (12.41 percent), Russian (12.10 percent), French (5.35 percent), and Japanese (3.55 percent). Many reports appear in a number of professional journals in bi- or trilingual form.

The languages most important for one field of science are not, of course, necessarily the most important for another. Nevertheless, the National Science Foundation points out that " . . . in the group of languages read by less than two percent of United States scientists there are several in which a significant part of the world's scientific literature is published. These include Russian, Italian, Chinese, Japanese, and Polish." The same general situation exists in other disciplines in which there is a flow of foreign literature. Translation is being used as a partial solution of the problem, but the time lag involved is considerable, and only a small portion of the body of literature can be taken care of in this way. A minimum language requirement for scientists, researchers, and specialists in other disciplines should be the ability to scan foreign literature in their fields for selection of what is to be translated.

Moreover, while a reading knowledge of the foreign language may have been sufficient formerly for those who attend and participate in international conferences, an ability to understand and speak with their foreign counterparts may now be of equal importance. A distinguished professor of surgery says: "We can get translations made of medical articles; we can understand lectures at international conferences through simultaneous translation. What we need a language for is to talk with the speakers and find out things they have not said in their speeches." Similarly, all those whose work involves them in personal contacts with other countries ought themselves to be equipped to develop relationships up to the point where the language expert is needed.

Federal Government

A number of Government agencies have positions inside the United States for which foreign language skills are an advantage. These occur at low, middle, and top levels. A high degree of proficiency in one or more foreign languages can be an asset in many Government careers, both at home and abroad.

Today, U.S. representatives abroad generally have wider contacts with people in all walks of life than ever before. In these contacts, the use of an interpreter is an inadequate substitute for direct and personal communication. In the Foreign Service and in aid, information, and exchange programs, neither representation nor operations can be carried on effectively without a knowledge of the languages used by the people of the countries concerned. It is precisely in these assignments that our linguistic weakness as a nation becomes most apparent.

Persons in Government positions of these types need foreign language skills; but their primary qualifications must be of a high professional nature since most of these positions carry with them heavy responsibilities involving work with, for instance, foreign military personnel, national ministries of education, or international banking concerns. Only mature persons with broad experience in their particular fields of specialization need apply. Engineers, information officers, teachers, agriculture experts, economics advisers, scientists, communications technicians, health officers, doctors, home economists, research analysts, foreign area specialists, and advisers in such specialties as international law, transportation problems, child welfare, forestry, community planning, and land reclamation are a few of the specialists being used overseas.

The U.S. Information Agency has about 1,400 employees in service abroad. Since 1962, its Foreign Service officers have been required to pass proficiency tests in one of the Western European languages as a condition of further promotion.

The Agency for International Development also recognizes the need for foreign language proficiency, but, as in other organizations, technical and personal qualifications take precedence. Other factors being equal, however, preference is given persons who already know the foreign language required for the assignment.

Realizing the vital role that foreign language skills play in the conduct of foreign affairs, the Department of State has been developing a vigorous program for upgrading the language competencies of its professional personnel in the diplomatic service. Of the officers assigned to Spanish-speaking posts, 79 percent now have a high level of proficiency in both speaking and reading Spanish, and the proportion of those with good skills in French and in German is approaching this level. In the less common languages of the Far East, South Asia, the Near East, Africa, Northern and Eastern Europe, training for fluency is still limited to those specialist officers whose jobs require a high degree of proficiency in the language of the area. Beginning in July 1963, new Foreign Service officers who are fluent in a foreign language at the time of their appointment will receive a salary differential.

It is not too much to expect that every employee learn enough of the primary language or languages of each post of assignment to make possible basic communication and courtesy. The Foreign Service Institute conducts part-time programs of 100–200 hours of instruction at posts overseas to help meet this limited need. In 1961, instruction was given in these programs in 55 different languages to over 7,700 persons, mostly from the civilian agencies involved in foreign affairs.

U.S. Armed Forces

Foreign language proficiency in varying degrees is either a requirement or an asset for many of the occupations represented in the U.S. Armed Forces. Those who enter military service with good foreign language knowledge may have an advantage in job placement or may receive additional training in the same language or a second foreign language. Because the Armed Forces have lacked sufficient personnel with adequate language skills to meet their needs, they have set up special training programs.

Intensive foreign language instruction is offered in full-time military language schools and under contract in colleges, universities, and commercial schools to those service personnel whose assignments require a high level of proficiency in a specific language. Contrary to a common belief, Western European languages are taught in addition to the so-called exotic languages.

Over 100,000 persons a year are receiving language training under military auspices. The majority are studying part time the language of the country in which they are based. In the program of people-to-people diplomacy initiated by President Eisenhower, the Armed Services Committee has given language skill first priority for improving public relations, since the average serviceman overseas finds it hard to win friends and at times gets into trouble because of his inability to understand and make himself understood. Some officers of the Armed Forces consider knowledge of the local language to be of so high a priority that they have changed the basis of the elementary language programs offered from voluntary to required. Since April 1957, for example, the study of Spanish has been mandatory for Air Force personnel stationed in Spain. Since January 1, 1961, the Army, hoping to strengthen German-American relations, has required all U.S. soldiers stationed in West Germany to take German language lessons. It is considered equally important for good relations that wives of servicemen stationed abroad learn to communicate effectively in the language of the host country. Children usually study the language in U.S. Armed Forces dependents' schools, and soon become more proficient in it than their parents. The level of competency needed simply to get along well in another country is very different from that required of the specialist, but in the opinion of many of our national leaders it is no less vital.

Peace Corps

The Peace Corps is constantly seeking persons with high level language competencies to serve as area representatives in the host countries. In addition, every Volunteer can make good use of any foreign language knowledge he already possesses and can usually acquire one or more additional languages, many of which are seldom, if ever, taught in the United States. A large portion of the 10- to 15-week intensive training period, given to Volunteers before they go to their country of assignment, is devoted to developing a minimum oral facility in one of the 33 languages now in use in Corps projects and to studying the culture of the host country. Service with the Corps abroad offers a rare opportunity of gaining firsthand knowledge and insight into another culture and people. The proficiency resulting from this experience should be an asset in many types of career.

Since the Corps' beginning in September 1961, 42 countries in Africa, the Near East, South Asia, Southeast Asia, and Latin America have accepted its programs. The list of skills required over and above those in foreign languages seems endless, but some of the major categories of occupations represented are teaching, health and medical services, agriculture, construction work, skilled labor of many kinds, the sciences, community development, and recreation. The Corps expects to have 9,000 Volunteers on the job overseas by the end of September 1963.

Local Government

The presence of non-English-speaking immigrants in many areas of the United States has created a special language situation for the local governments concerned, which must for the most part utilize the foreign language skills of their employees for communication with these residents. For example, a recent survey of 10 metropolitan areas showed that their local governments usually depend on the incidental foreign language skills of municipal employees recruited on the basis of other qualifications. Some of these areas maintain files of outside interpreters who may be called upon in emergencies. Local government agencies which regularly or occasionally require foreign language skills include the courts, police and fire departments, welfare departments, hospitals and other medical services, libraries, public employment agencies, and park recreation departments. In New York City, for example, authorities have had to make provision for communicating with speakers of as many as 54 foreign languages.

Many immigrants remain in the large port cities at which they first land. Numbers of them, however, have settled in the large industrial cities of the Midwest or moved onto farms in that area. Appendix C shows for each State and the District of Columbia the relative percentage of population foreign born or born of at least one foreign parent. Data is taken from the 1960 census. That census, however, did not count the Puerto Ricans who have come to the mainland in great numbers since World War II. Most have settled in New York City, but groups have also gone to such other large cities as Buffalo, Boston, Philadelphia, Chicago, Cincinnati, and Cleveland. The majority of the thousands of Cuban refugees who have arrived in Florida during the last 3 years have seemed to prefer to remain in the Miami area, but a few have been resettled elsewhere. Most Puerto Ricans and Cubans do not speak English upon their arrival and tend to live in closely knit communities. A special Spanish language problem is thus created for municipal and county authorities.

U.S. Business and Industry

The percentage of U.S. citizens living and working abroad is constantly rising. In a single year, from mid-1960 to mid-1961, U.S. companies started 653 new businesses overseas, mostly in chemicals, machinery, food, and transportation equipment. Western Europe attracted more than half the new enterprises, followed by Latin America and Asia. These business establishments often require the employment of U.S. staff speaking the language of the country in which they are located. Language skills are also required in home offices of import firms. In January 1962, it was estimated by the U.S. Department of Labor that one out of every three U.S. citizens was employed in an importing establishment. If the estimate had been extended to include the number in exporting establishments, the ratio would have been even higher. An index of increased foreign language needs of American industrial concerns is provided by the report of a private language school which shows 20 percent more employees in U.S. business concerns registered there in 1962 than in 1961.

Few of these jobs, whether abroad or at home, are top level. In addition, most foreign countries restrict the number of U.S. citizens in management positions in U.S. enterprises to a certain percentage of the total. Businessmen emphasize that most of the personnel requirements are not for linguists as such, but for those who possess language skills in addition to other special qualifications. In positions requiring technical skills or having to do with such activities as sales, distribution, and advertising, there is no effective substitute for knowing and speaking the other person's language; but language skill alone does not make a technician, a salesman, or an expert in the advertising field.

Missionaries and Service Groups Abroad

Thousands of American religious missionaries serve their denominations, mostly in Asia, Latin America, and Africa. Employees in these regions are also sought by service groups with foundation or private backing. To these persons, the ability to learn another foreign language on their own is of extreme importance, since some of the languages and dialects spoken by the people with whom they have to work have never been analyzed and possess no body of recorded literature. Such ability is rarely found in adults who have had no previous language training.

Reporting, Writing, and Editing for the Press

A professional group for which language proficiency is obviously of primary concern consists of reporters who are assigned to non-English-speaking countries and areas. In gathering information from primary sources and checking the facts, the ability to understand, speak, and read the languages involved cannot be overstressed. Nor should the importance of understanding the people be underestimated.

Writing and editing for the foreign language press in the United States require a high level of language proficiency in addition to other professional qualifications. One indication of the number of opportunities in this field is that listings of newspapers and periodicals published partly or wholly in a foreign language fill 14 pages of a 1962 directory and represent 50 different foreign languages.

Radio and TV Broadcasting

Qualification requirements for employment in the Voice of America, now broadcasting in 36 different languages, are very stringent. The agency demands and gets in its announcers perfect idiomatic control of the foreign language with no trace of foreign accent, and a similar perfection in its program writers. In addition, most of its employees must be competent and experienced professional writers or announcers. It has, however, some positions requiring lesser skills, and accepts a few carefully selected trainees from time to time.

Commercial radio stations with foreign language programs do not demand such perfection, but the speech of people who appear on these programs must be acceptable to native speakers. Radio and TV news reporters and announcers on other programs are expected to have sufficient language facility to pronounce foreign geographic and personal names and musical titles with reasonable accuracy.

Absolute Prediction of Specific Foreign Language Needs Impossible

A high school pupil planning his foreign language study should beware of assigning priorities to particular languages for specific fields of activity, for example, to French for diplomacy, Spanish for trade, and German for science. These generalizations no longer hold true. Now that world events have brought to the fore a great number of languages and have enlarged the scope of activities in nearly every field, there is no glib answer to the question of what foreign language program will best fit the future vocational needs of any individual student today. But skills in a foreign language will in most cases increase an employee's value to his employer, will certainly enable their possessor to learn other languages more readily, and will make him a more enlightened and better educated individual.

Financial Assistance for College Students

A COLLEGE EDUCATION is becoming not only more important every year but also more expensive. Over 50 percent of high school graduates now go on to college, and for most of them the problem of financing their education is a very real one. High school students and their parents often request help from counselors and teachers in obtaining information on scholarships and loans.

National Defense Student Loans

Title II of the National Defense Education Act (NDEA) provides for low-interest loans to worthy and needy students in institutions of higher education. Although most of the loans under this program have been made to undergraduates, graduate students are also eligible. Special consideration is given to applicants with superior academic background who intend to teach in elementary or secondary schools, and to those whose background indicates superior capacity or preparation in science, mathematics, engineering, or a modern foreign language. The loans bear no interest until repayment begins, and the borrower need not begin repayment until he has been out of college a year. If he becomes a full-time teacher in a public elementary or secondary school, up to 50 percent of the loan, plus interest, may be canceled at the rate of 10 percent for each year of teaching. The student applies for an NDEA loan at the financial aid office of the college of his choice. Further information about the program may be obtained from the student loan representatives of participating institutions or from the Student Financial Aid Branch, Division of College and University Assistance, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C., 20202.

National Defense Graduate Fellowships

Title VI of the NDEA provides for modern foreign language fellowship awards to full-time students studying one or more of the modern foreign languages designated by the U.S. Commissioner of Education as "critical" on the basis of national need and available manpower. Preference is given to those students who have already completed a full year of graduate study and who can give reasonable assurance that upon completion of their training they will be available for teaching the language of their study in a college or university, or for service of a public nature requiring competence in the language. Students should apply directly to the participating institutions Awards are made by the Commissioner of Education on about April 1 of each year. Fellowships are tenable for the academic year, for a summer session, or for the academic year and a summer session combined. Further information is obtainable from the Language Fellowship Section, Language Development Branch, Division of College and University Assistance, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C., 20202.

Title IV of the NDEA provides for fellowship awards to students enrolled in full-time courses of study leading to the Ph. D. degree or its equivalent, with preference given to those interested in becoming college teachers. Awards are normally for 3 years and may be made in a variety of fields, including the languages more commonly taught. Students apply directly to the graduate schools of the institutions, which then submit lists of nominees and alternates to the Commissioner of Education. Awards are made by the Commissioner in March of each year. Further information may be obtained by writing to the Graduate Fellowship Branch, Division of College and University Assistance, Office of Education, U.S. Department of Health, Education, and Welfare, Washington D.C., 20202.

Published Sources of Information

A list of selected publications on financial assistance available for both undergraduate and graduate students, including programs under NDEA, is given on p. 101–2. But the most direct and up-to-date source of information is always the college the student plans to attend.

Assistance for Study Abroad

Since there are obvious advantages in improving language competency by study in a country where the language is natively spoken, the number of students abroad has increased tremendously in the past few years. Three basic sources of information on financial aids for study and research abroad are the two publications by the Institute of International Education and the one by UNESCO cited on p. 101–2. The bibliography and Appendix list others also.

Additional study, work, and travel programs outside the United States, and opportunities for exchanges are discussed in the section on extracurricular foreign language practice. Appendix B describes some of the programs.

Meeting College Foreign Language Entrance and Degree Requirements

College enrollments have been rising steadily and rapidly, reflecting general acceptance of the need for higher education. The percentage of 1962 high school graduates who entered college that fall was 58.6, a proportion that had never before been reached. As a result of the larger number of applicants, competition for admission is growing more intense. It is incumbent on all who guide students, whether in a formal or in an informal way, to see that every student capable of profiting from a college education has a high school program, including foreign languages, that will prepare him for this education. A sound foreign language preparation would consist of one or more languages in a sequence of study as long and as effective as possible.

College Foreign Language Entrance Requirements

High school foreign language offerings and enrollments decreased markedly during the past few decades, and a norm of 2 years of study was established. This trend has now been reversed.

Many colleges, because of changed conditions and national needs, are instituting, restoring, or raising admission requirements in foreign languages. Several of those which have raised their admission standards recommend that secondary school students take at least 4 years of a single foreign language rather than 2 years each of two foreign languages. This is in line with the recommendations of the 1958 report of the Commission on Liberal Education of the Association of American Colleges that minimum foreign language requirements for college entrance be raised as rapidly as possible to 4 years of language study. A few examples of the trend in college entrance requirements, as expressed in years or units of study, follow.

Since fall 1962, Cornell University has required 3 years of a foreign language for admission. However, officials there recommend that high school students be counseled to take 4 years of one language in order to obtain a really useful knowledge of it, and at least 2 years of another; and that, where the opportunity exists, they be urged to begin the study of a foreign language in the 7th grade or earlier.

A study of admissions statistics from six eastern colleges for women (Barnard, Bryn Mawr, Mt. Holyoke, Smith, Vassar, and Wellesley) showed that three-fourths of the students selected for admission had studied two foreign languages in secondary school. A substantial proportion, from 54 to 74 percent, of the members of the class of 1963 at each of these institutions offered 5 or more years of foreign language credit for entrance. Vassar College has foreign language entrance requirements of 4 or 5 years (4 years of one language or 2 years of one and 2 or 3 of a second—the third year must be taken if offered), but its recommended program is a 7-year course in two foreign languages.

Amherst College already gives priority in admission to applicants who have studied a foreign language for 3 or 4 years. It has also taken steps to reduce the number of introductory foreign language offerings by refusing college credit for more than 2 semesters of introductory work in a language, except for students beginning a new or second or third language. It is becoming more common also for colleges to require students admitted provisionally with a deficiency in foreign language to meet the requirements through college-level courses for which no credit is granted. Two institutions following this policy are the University of Washington, effective fall 1964, and the University of Texas, effective fall 1963.

Proficiency Requirements for Entrance

The fact that many colleges and universities are now thinking in terms of foreign language proficiency rather than of units of credit earned or number of years studied is illustrated by the recommendations which the Chancellor's Committee on Foreign Language Study made to the University of Kansas. The Committee proposed that, beginning fall 1965, students entering the University of Kansas must demonstrate a good reading proficiency in a modern or ancient foreign language. Those unable to do so take noncredit work. Students entering their junior year must demonstrate a good aural proficiency in a modern foreign language or a superior reading proficiency in an ancient language. At the University of New Hampshire, since July 1, 1961, all those entering the General Liberal Arts curriculum have been expected to pass a test of general competence in a foreign language, based on the achievement of students after 1 year of study or its equivalent at the university. In the modern foreign languages, the university gives an aural-oral test as well as a comprehensive written examination.

For entrance purposes, some college language departments prepare and administer their own tests. Many others make use of the achievement tests in French, German, Modern Hebrew, Italian, Russian, and Spanish of the College Entrance Examination Board (CEEB), which measure abilities to read and to write in each of the languages. These examinations also give high school students with audiolingual experience an opportunity to demonstrate some of their language proficiency, since each series, except that in Hebrew, includes a supplementary listening comprehension section. College entrance tests of speaking ability, not included in the CEEB series, usually consist of informal subjective evaluations made by foreign language staff members during individual interviews with the entering students. Formal tests of speaking ability have been more difficult to develop, administer, and score than those for other language skills. The *MLA Cooperative Classroom Tests*, developed under contract with the U.S. Office of Education do, however, include measurements of speaking and oral comprehension, as well as of reading and writing, for secondary school students of French, German, Italian, Russian, and Spanish. More information about these series is given on p. 102–3.

Trend Toward Better Foreign Language Preparation for College Entrance

If current trends continue, students will enter college with better language preparation than at any time in the past, in terms both of number of years of study and of proficiency. The nature of the college program will change too, since it will be possible to discontinue introductory foreign language courses except for students who wish to begin a second or third foreign language in college.

As sequences of foreign language study are lengthened, more high school students will participate in the CEEB Advanced Placement Programs in French, German, and Spanish. The programs outlined are linguistic, cultural, and literary, and are designed for capable students doing college-level work in high school. Those who have covered the course content and have passed the essay, objective, and oral comprehension sections of the Advanced Placement Examination are considered by colleges for college credit and/or advanced placement. Additional details on these programs are given on p. 102–3.

Foreign Language First Degree Requirements

Many institutions have added, restored, or increased degree requirements in foreign languages, with the result that 87.2 percent of accredited 4-year colleges now require some knowledge of a modern foreign language for the B.A. degree. In Pennsylvania, reports received in 1960 from 56 institutions offering the B.A. degree showed that 42 of these institutions required a foreign language for entrance and 54 had a requirement for graduation. In 1958, 568 colleges and universities offered the B.S. degree. Of these, 69.2 percent then required foreign language study for the degree.

Proficiency Requirements for First Degrees

Although foreign language degree requirements are most frequently expressed in terms of years of study or units of credit, there is growing interest in measuring language achievement and determining level of proficiency without regard to the amount of time spent in acquiring it. A policy statement of the Foreign Language Program of the MLA has defined proficiency as follows:

> . . . by "reasonable proficiency" we mean, in the case of MFLs, certain abilities, no matter how or when acquired: (a) the ability to get the sense of what an educated native says when he is speaking simply on a general subject, (b) the ability to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native, (c) the ability to grasp directly the meaning of simple, nontechnical writing, except for an occasional word, and (d) the ability to write a short, simple letter.
>
> We spell out these skills because we believe that the increasingly important educational justification of a language requirement is not served by statement of the requirements solely in terms of courses or credit hours.

The University of San Francisco was one of the first to announce a change in policy in this direction. All students in the College of Liberal Arts and the College of Science who began their college careers with the class of 1959 or later are required to pass language proficiency tests in at least one foreign language before graduation. In the case of a modern foreign language, the examinations test oral comprehension and speaking abilities, in addition to reading and writing. In the past, according to an official of the university, many students met the degree requirements in a foreign language without being able to understand and speak the language.

The *MLA Foreign Language Proficiency Tests for Teachers and Advanced Students* cover seven areas of proficiency—listening comprehension, speaking, reading, writing, culture, linguistics, and professional preparation in the following languages: French, German, Italian, Russian, and Spanish. Additional information about the tests may be found on p. 103. This series, in use in some State programs of modern foreign language teacher certification, is now administered to foreign language majors at some colleges and universities. At Brigham Young University, for example, the tests are given for identification of possible weaknesses a semester or two before graduation, and again upon completion of the major.

Lists of College Foreign Language Requirements for Entrance and First Degrees

Those assisting students who expect to go to college may wish to refer to the lists, published by the MLA, of the colleges and universities having entrance and degree requirements in foreign language. "Foreign Language Entrance and Degree Requirements for the B.A. Degree," compiled in 1960, is reprinted in Appendix D. "Foreign Language Entrance and Degree Requirements for the B.S. Degree," compiled in 1959, is reprinted in Appendix E. In view of the rapid changes being made in foreign language requirements, it is important in using these lists to remember that many changes have been made since they were completed.

Foreign Language Requirements for Advanced Degrees

Institutions are beginning to re-examine their foreign language requirements for the M.A. and Ph.D. degrees. Realizing that more and more the world community of scholars must be able to intercommunicate, the Graduate School of New York University, for example, has set new modern foreign language requirements to take effect with the class entering in September 1961. Within 6 months after admission to candidacy for the Ph.D. degree, all students will have to demonstrate proficiency (a) in the use of one foreign language for the M.A. degree,

(b) in the use of one foreign language before taking the preliminary examinations for entrance candidacy for the Ph.D. degree, and (c) in the use of a second foreign language.

Of 174 U.S. universities granting the Ph.D. degree, 167 require a "reading knowledge" of at least one modern foreign language; most departments require candidates to demonstrate competence in two foreign languages. A project now in progress at Cornell University Graduate School under Government contract is designed to evaluate and improve standards of foreign language proficiency among the various institutions and departments. New reading comprehension tests in French, German, and Russian for graduate students are being developed as a part of the contract.

Summary

THE FOLLOWING BRIEF GUIDELINES, each of which has been developed more fully in the preceding pages, may be useful for use with high school students.

1. *Why study a foreign language?*

   The study of a foreign language will contribute to the student's general education. To communicate in a foreign language and thus participate directly in a different culture is a broadening and lasting educational experience.

   Skill in a modern foreign language has many practical uses. Foreign language proficiency, added to specialization in a different field, is a requirement for some positions. It is almost always an asset as a secondary qualification. The need for foreign languages both at home and abroad is increasing rapidly as a result of our expanding relations with other countries of the world.

   Specialization in language study can lead to attractive career opportunities.

2. *Who should study a foreign language?*

   A large number of high school students should study a modern foreign language.

   Certainly, most college-bound students should elect a foreign language; but the study should not be limited to those who are going to college. Every interested student should have the opportunity to study a modern foreign language, taught with initial emphasis on hearing and speaking.

   Students with special language aptitude should be encouraged to begin a second foreign language while continuing the first.

   Students who already speak and understand a foreign language when they enter high school should be given an opportunity to continue the study of that language.

3. *When should the study begin?*

   A student should begin his modern foreign language study as early as possible.

4. *How long should the student study a modern foreign language?*

Achievement in a foreign language will be in proportion to the time and effort devoted to it. The secondary school foreign language course should be at least 4 years in length, preferably 6, for adequate development of skills. A long sequence of study, from preadolescence through the 12th grade and beyond, is required for achievement approaching mastery. To permit an unbroken continuation in college, the foreign language should be scheduled through the 12th grade.

If a student can study a language for only a short period of time, he may expect to gain (a) fluency in basic conversational expressions, (b) an awakened interest in the people and country whose language is studied, and (c) a satisfying learning experience that conveys some understanding of the nature and importance of language.

5. *Which language should a student study?*

The particular language chosen will depend upon the student's special interest, parental and community influences, vocational goals, and other considerations such as the availability of courses and opportunity to continue the study.

Any language, well learned, will be useful in itself, and will facilitate the learning of another.

According to a survey of language needs in Government, business, industry, and education in 1958–59, the following languages (in alphabetical order) are the most needed: Arabic, Chinese, French, German, Hindi, Italian, Japanese, Portuguese, Russian, and Spanish.

The greater scope of our worldwide contacts in all fields increases the chances that any given individual may find it necessary to learn a language for which he had no foreseeable need when he selected his first foreign language.

6. *Can success in the study of a foreign language be predicted?*

Every normal person has demonstrated his ability to learn a language by learning his mother tongue. The student who wants to learn a second language enough to work at it consistently can succeed. Even an exceptionally able student may do poorly if he has no strong motivation to learn and if he fails to practice regularly.

Since individuals progress at different rates, instruction should be planned to meet the wide range of individual differences. Pupils of similar attainments can be grouped after a tryout period of 1 semester. Aptitude tests can be useful in ability grouping.

7. *How are foreign language skills developed?*

The natural progression of language learning is listening, speaking, reading, and writing.

To achieve proficiency, the student must first listen to native speakers (or their recorded voices) and imitate them, with constant repetition and with correction as needed, until the new speech habits become firmly established. Words and phrases should be learned in context at natural speed, not as individual sounds or lists of words.

In the second stage, the student reads and then writes the materials which he has learned by ear. Later he reads more extensive materials for direct comprehension, without translation into English, and writes paragraphs and longer compositions.

The important thing to keep in mind is the necessity for doing well a small amount every day, since language skills, like other skills, deteriorate through disuse and are strengthened through practice.

8. *Are there opportunities for extracurricular practice?*

   Opportunities to use the foreign language being studied can be found in almost every community. The following are some examples of such sources: Neighbors, visitors, and foreign students who speak the foreign language; plays, folk festivals, church services in the foreign language; visits to centers where activities are conducted in a foreign language; films, broadcasts, disk and tape recordings; foreign language publications; letter or tape exchange; and foreign language clubs.

   Summer programs of study for high school students, with or without educational travel, and work projects abroad are becoming common. There are also student exchange opportunities.

9. *What opportunities are there for using foreign languages on the job?*

   Government, business, and professional needs for persons with foreign language competencies have increased enormously in jobs at all levels. Far too few people are proficient in the languages commonly taught in the high schools, and persons with knowledge of other languages are also in great demand.

   It should be remembered, however, that even for positions requiring a high degree of specialization in language, language skills are most valuable when combined with specialized training in another field.

10. *What financial assistance is there for continuing the study of foreign language in college?*

    Not only does the National Defense Education Act provide for student loans and graduate fellowships, but most colleges have loan and scholarship funds of their own. Numerous other programs of fellowships are financed privately or by foundations. Some of the programs provide for study abroad.

11. *What about college entrance and degree requirements in foreign languages?*

    Many colleges and universities are instituting, restoring, or increasing their requirements in foreign languages, both for admission and for degrees.

    Although requirements are most frequently expressed in terms of minimum numbers of years or units of credit, there is growing interest in determining proficiencies in all four language skills without regard to the amount of time spent in attaining them.

Appendix A: Languages Now Spoken by Over a Million Native Speakers

This compilation[1] was initially developed under contract with the U.S. Office of Education by the staff of the Languages of the World File, at George Washington University. It is now being further developed at Indiana University.

Language census figures vary in reliability. In sifting contradictory sources, the researchers gave more weight to official Government figures than to incidental estimates made by linguists. Estimated totals have been projected to January 1961 and are rounded off to the nearest million, or to the nearest 5 million for languages having over 50 million speakers.

The compilation[1] lists the languages by the names used for them in the countries in which they are natively spoken. Provinces are added in parentheses, where apposite. Where two countries are listed for one language, the country containing the larger number of native speakers appears first.

Language	*Native speakers (millions)*	*Countries where spoken*
Mandarin	460	China (North).
English	250	U.S.A., Great Britain.
Spanish	140	Spain, Mexico.
Russian	130	U.S.S.R.
German	100	Germany, Austria.
Japanese	95	Japan.
Arabic	80	U.A.R., Saudi Arabia.
Bengali	75	Pakistan, India.
Portuguese	75	Brazil, Portugal.
Urdu	75	Pakistan.
French	65	France, Canada.
Hindi	65	India.
Italian	55	Italy.
Wu	50	China (Shanghai).
Min	46	China (Fukien, Taiwan).
Cantonese	46	China (Canton).
Javanese	45	Indonesia (Java).
Telugu	37	India.

---

[1] C. F. Voegelin, *and* Florence M. Voegelin, *eds.* "Languages of the World Now Spoken by Over a Million Speakers." *Anthropological Linguistics,* 3 : 13–22, November 1961.

Language	*Native speakers (millions)*	*Countries where spoken*
Punjabi	36	Pakistan, India.
Ukrainian	35	U.S.S.R.
Korean	33	Korea.
Polish	33	Poland.
Tamil	32	India, Ceylon.
Marathi	31	India.
Bihari	30	India.
Turkish	25	Turkey.
Vietnamese	24	Vietnam.
Gujarati	19	India.
Rumanian	18	Rumania.
Thai	18	Thailand.
Dutch-Flemish	17	Netherlands, Belgium.
Hakka	17	China (Kwangtung).
Burmese	16	Burma.
Kanarese	16	India.
Malayalam	15	India.
Oriya	15	India.
Hindustani	14	India, Pakistan.
Persian	14	Iran.
Rajasthani	14	India.
Pashto	13	Afghanistan, Pakistan.
Serbo-Croatian	13	Yugoslavia.
Sundanese	13	Indonesia (Java).
Swahili	13	Tanganyika, Congo.
Hungarian	12	Hungary.
Czech	10	Czechoslovakia.
Greek	10	Greece.
Malay	10	Indonesia, Malaya.
Visayan	10	Philippines.
Hausa	9	Nigeria.
Swedish	9	Sweden.
Azerbaijani	7	Iran, U.S.S.R.
Bulgarian	7	Bulgaria.
Byelorussian	7	U.S.S.R.
Madurese	7	Indonesia (Madura).
Sinhalese	7	Ceylon.
Amharic	6	Ethiopia.
Assamese	6	India.
Berber	6	Morocco, Algeria.
Tibetan	6	Tibet.
Uzbek	6	U.S.S.R.
Catalan	5	Spain.
Danish	5	Denmark.
Fula	5	Nigeria, Guinea.
Kurdish	5	Turkey, Iran.
Ibo	5	Nigeria.
Malagasy	5	Malagasy.
Ruanda	5	Ruanda-Urundi, Congo.
Sindhi	5	Pakistan.
Tagalog	5	Philippines.

Language	*Native speakers (millions)*	*Countries where spoken*
Tatar	5	U.S.S.R.
Yoruba	5	Nigeria.
Finnish	4	Finland.
Kazakh	4	U.S.S.R.
Kherwari	4	India.
Nepali	4	Nepal.
Norwegian	4	Norway.
Quechua	4	Peru, Bolivia.
Slovak	4	Czechslovakia.
Uighur	4	China (Sinkiang).
Afrikaans	3	Union of South Africa.
Armenian	3	U.S.S.R.
Cambodian	3	Cambodia.
French Creole	3	Haiti.
Galla	3	Ethiopia.
Georgian	3	U.S.S.R.
Ilocano	3	Philippines.
Kashmiri	3	India, Pakistan.
Lithuanian	3	U.S.S.R.
Lolo	3	China (Szechwan, Yunnan).
Luba	3	Congo.
Mandingo	3	Mali, Guinea.
Miao	3	China (Kweichow, Hunan).
Pahari	3	India.
Somali	3	Somalia.
Sotho	3	Union of South Africa.
Twi-Fante	3	Ghana.
Yiddish	3	U.S.A., Israel.
Zulu	3	Union of South Africa
Albanian	2	Albania.
Balinese	2	Indonesia (Bali).
Batak	2	Indonesia (Sumatra).
Bikol	2	Philippines.
Bugi	2	Indonesia (Celebes).
Kanuri	2	Nigeria.
Mbundu	2	Angola.
Mossi	2	Ivory Coast, Upper Volta.
Rundi	2	Congo, Ruanda-Urundi.
Shan	2	Burma, China.
Shona	2	South Rhodesia, Mozambique.
Slovene	2	Yugoslavia.
Xhosa	2	Union of South Africa.
Aymará	1	Bolivia, Peru.
Baluchi	1	Pakistan.
Bhili	1	India.
Chuvash	1	U.S.S.R.
Dayak	1	Indonesia (Borneo).
Estonian	1	U.S.S.R.
Fang-Bulu	1	Gabon, Cameroun.
Ganda	1	Uganda.
Gondi	1	India.

Language	*Native speakers (millions)*	*Countries where spoken*
Guaraní	1	Paraguay, Brazil.
Hebrew	1	Israel.
Kirghiz	1	U.S.S.R.
Kongo	1	Congo.
Lao	1	Laos.
Latvian	1	U.S.S.R.
Makua	1	Mozambique.
Melanesian	1	Territory of New Guinea, Fiji.
Mordvin	1	U.S.S.R.
Nahuatl	1	Mexico, Guatemala.
Ndongo	1	Angola.
Nyamwesi-Sukuma	1	Tanganyika.
Tadzhik	1	U.S.S.R.
Turkoman	1	U.S.S.R.

Appendix B: Exchange, Study, Work, and Travel Abroad—Some Programs and Publications

[The U.S. Office of Education does not accredit, approve, recommend or endorse educational institutions or any private or commercial services.]

Multiple-Type

***LAWS (Leadership and World Society) Student Projects in World Affairs, 501 George Street, New Brunswick, N.J.**

Grants to secondary schools for development of programs in world affairs and international problems.

American Student Information Service. *Earn, Learn, and Travel in Europe.* Revised yearly. Luxembourg City, Grand Duchy of Luxembourg: the Service. Available from the ASIS, 22 Avenue de la Liberté, Luxembourg City, Grand Duchy of Luxembourg.

The American Student Information Service (ASIS) Placement Department assists U.S. students aged 17 and over to locate summer jobs in Europe. The work assignment lasts from a minimum of 4 weeks to a maximum of 3 months. Language proficiency required ranges from none at all to a good command of one of the languages of the country of placement. The usual requirement is a knowledge of basic phrases. Most opportunities are in West Germany, with the rest distributed throughout Denmark, England, Finland, France, Holland, Israel, Luxembourg, Norway, Spain, Sweden, and Switzerland. Jobs for boys include work on farms, in factories, in construction, at resorts, and as camp counselors. Those for girls include work on farms, at resorts, and in hospitals, child care, and camp counseling.

The ASIS also arranges 10-day to 3-month tours conducted by European university students.

Council on Student Travel. *Students Abroad.* Revised yearly. Available from the Council, 179 Broadway, New York 7, N.Y.

Information on international programs sponsored by members of the Council on Student Travel including study and special interest tours; programs combining study, travel, home hospitality, and/or a work period; semester- or year-abroad programs; summer schools; and trainee programs.

Girl Scouts of the United States of America, 830 Third Avenue, New York 22, N.Y.

Girl Scouts cooperate nationally and locally with organizations and governmental agencies in planning and carrying out programs of international exchanges of persons, camping, trips, family living, and other activities.

Approximately 100 to 150 members of Girl Scouts of the U.S.A. aged 16 to 25 are exchanged each year with about the same number of Guides/Girl

---

*Open principally to precollege students and groups.

Scouts from 30 to 45 different countries for periods of time ranging from 2 or 3 months to 1 year. Trips to Mexico, the Caribbean area, and Europe are organized by troops. International friendship activities in troops and camps for girls aged 7 and over include correspondence with girls around the world.

****Institute of International Education (IIE). *Handbook of International Study: For U.S. Nationals.* New York: Institute of International Education. Revised yearly. Available from the Institute, 800 Second Avenue, New York 17, N.Y.**

Study awards and special programs; summer opportunities abroad for U.S. nationals; organizations in the United States providing services to those going abroad; and Government regulations affecting U.S. students going abroad.

Lisle Fellowships, Inc., 3039 Pittsview Drive, Ann Arbor, Mich.

Lisle Fellowship, Inc., offers 6-week summer programs in cooperative living, travel, and/or field work abroad. Programs have been conducted in such countries as Denmark, Germany, the U.S.S.R., Japan, Colombia, and Italy.

It has occasional affiliated programs for precollege-age students, but most participants are upperclassmen, graduate students, or young professionals. Younger persons of college age are also eligible.

National Board of Y.M.C.A.s, 291 Broadway, New York 7, N.Y.

Sponsors work camps, and overseas conferences in Europe for Hi-Y and Tri-Hi-Y members and young adults who are YMCA members. European tours are included. In some years there are also summer language study programs in Europe with the possibility of family living and side excursions.

People-to-People Program, Civic Committee, 183 Essex Street, Boston, Mass.

The purpose of the Civic Committee is to encourage U.S. communities to carry out programs with overseas counterparts. Projects of some communities include letter-writing, exchanges of publications and technical literature, club affiliations, organized tours, and exchanges of persons including young people, teachers, and workers.

The American Municipal Association, 1612 K Street, NW., Washington 6, D.C., assists in planning town affiliations and in making contacts through the mayors of the two towns involved in each affiliation.

****UNESCO. *Vacations Abroad.* Revised yearly. UNESCO Publications Center, 801 Third Avenue, New York 36, N.Y.**

Information on short study tours arranged by national groups and on youth center activities.

****United States National Student Association, Educational Travel, Inc., (USNSA). *Work, Study, Travel Abroad.* Revised yearly. New York: Available from the Association, 20 West 38th Street, New York 18, N.Y., or the Council on Student Travel, 179 Broadway, New York 7, N.Y.**

Information on student travel, tour travel, independent travel; study abroad, working abroad; and festivals, holidays, and events abroad during the year.

**Open principally to postsecondary students and groups.

Exchange

***American Field Service, 313 East 43d Street, New York 17, N.Y.**

Two-way exchange programs for students aged 16 to 18.

Students from abroad spend the school year attending the senior year of a U.S. high school and living with an American family. Their year is terminated by a 3-week bus trip.

U.S. students who are selected (high school juniors at least 16 years old with at least 2 years of foreign language study) spend 6 weeks during the summer living with a family abroad. Candidates are nominated from participating high schools by communities which have sponsored a foreign student.

***American Friends Service Committee, School Affiliation Service, 20 South 12th Street, Philadelphia 7, Pa.**

Through the School Affiliation Service, a U.S. elementary or secondary school is linked with a school in another country in which the American Friends Service Committee has a staff member or volunteer to coordinate the affiliations. Under this program, U.S. schools are now affiliated with schools in such countries as Germany, France, England, Belgium, Africa, Japan, Italy, Mexico, and the U.S.S.R.

Partner schools exchange letters, student-prepared projects, and ideas. Frequently arrangements are made between affiliated schools for one-way or mutual exchanges of students and/or teachers for study and teaching in the partner school.

Experiment in International Living, Putney, Vt.

One-month individual home stay with a family and tour of the country visited for mature students aged 16 and up who fulfill the language requirements specified for the country chosen as well as specific personal standards. The program operates in more than 30 countries.

U.S. students spend 1 month living with a family abroad, followed by a 2- or 3-week tour of the country, usually with members of the family.

Study Abroad

****Academic Year Abroad, Inc., 225 East 46th Street, New York 17, N.Y.**

The Academic Year Abroad College Entrance Program is a 1-year study program in France designed for graduates of U.S. secondary schools who are good students but wish an interim year of preparation before entering college.

The AYA arranges college-credit programs in France for joint consideration by the student and his college administration, and programs for students of college age and beyond who are not seeking academic credit for their study abroad. A 6-week orientation period precedes the academic year. European tours are included in the programs.

---

*Open principally to precollege students and groups.

**Open principally to postsecondary students and groups.

****American Language and Educational Center (AMLEC), Office of World Affairs, Continuing Education Service, Michigan State University, East Lansing, Mich.**

AMLEC arranges for the enrollment of U.S. college students in study centers in Europe. Programs are from 2 weeks to 9 months in length and include courses in language and culture, and various other fields. Family living is arranged at most of the centers. In 1963 there were programs in France, Germany, Italy, and Spain.

Classrooms Abroad. **Revised yearly. Minneapolis, Minn.: Classrooms Abroad. Available from Box 4171 University Station, Minneapolis 14, Minn.**

Family living, with 7- or 8-week study of 3 to 5 hours daily, followed by an optional 2-week tour in the countries where the language is spoken. A limited number of secondary school students of exceptional ability and maturity accepted. Programs in summer 1963 were in France, Switzerland, Germany, Austria, and Italy.

***Collège des Cheminières, Route de Pexiora, Castelnaudary (Aude), France.**

Six-week summer study program for U.S. teenage boys beginning or continuing their study of French. Overnight and weekend excursions.

****IIE. *Group Study Abroad.* New York: Institute of International Education. Revised yearly. Available from the Institute, 800 Second Avenue, New York 17, N.Y.**

Information on junior year abroad and other programs abroad sponsored by colleges, universities, and organizations for U.S. undergraduates and graduate students.

****———. *Programs for U.S. Undergraduates in Other Countries: A Survey of Present and Proposed Programs.* New York: Institute of International Education, 1960. 32 p. Available from the Institute.**

Summary of programs under which large numbers of U.S. students spent part of their formal undergraduate careers in foreign countries during the academic year 1959–60. Information also on plans of U.S. colleges and universities to establish additional programs in the next year or two.

****———. *Summer Study Abroad.* Revised yearly. New York: Institute of International Education. Available from the Institute.**

Annotated list of summer courses provided by institutions abroad and of interest to U.S. college and university students. Courses in the language, history, and civilization of the country are given. Usually they are divided into beginning, intermediate, and advanced sections. Some institutions offer special courses for foreign language teachers and for advanced scholars. Programs usually include visits to nearby sites of interest.

***Instituto Tecnológico y de Estudios Superiores de Monterey, Monterey, Nuevo Léon, México.**

Two 3-week Spanish courses of 1st-, 2d-, 3d-, and 4th-year high school level for students who have completed the 10th grade. Two-week tour in Mexico follows.

---

*Open principally to precollege students and groups.

**Open principally to postsecondary students and groups.

****Pan American Airways. *New Horizons in Education.* New York: Pan American Airways, 1962. 526 p. Available from the Airways, P.O. Box 1111, New York 17, N.Y.**

Guidebook listing 177 universities in 38 countries which will accept qualified U.S. students for study. Included is information on each university, including enrollment procedures and courses of study, and on living conditions in each country.

****Pan American Union. *Summer Study in Latin America.* Washington: Pan American Union, 1962. Revised every 2 years. Available from the Union, Washington 6, D.C.**

Information on opportunities for summer study, work projects and international living programs, and study tours and student vacation tours in Latin America.

***Taxco Summer School, Taxco, Guerrero, México.**

Two 3-week sessions open to high school students include language study, and study of the history and customs of Mexico, with a program of excursions to places of historic, archeological, and general interest.

Wisconsin Language Centers Abroad, Wisconsin State College Campus, Eau Claire, Wis.

Summer study programs for high school and college students. The programs combine 6 weeks of study at a foreign university with family living and a tour.

Trips and Tours Abroad

American Youth Hostels, Inc., 14 West 8th Street, New York 11, N.Y.

Trips by bicycle, train, station wagon, or on foot. Minimum ages of participants are set at 16 and 17 for trips outside the United States and Canada. Housing is in youth hostels, YMCAs or YWCAs, international student centers, and at campsites.

Boy Scouts of America, National Headquarters, U.S. Highway No. 1, New Brunswick, N.J.

Arrangements made for international travel by local Boy Scout units, with possible home and camp stay planned through foreign Scout organizations. Scouts are selected for International Jamborees.

Council on Student Travel, 179 Broadway, New York 7, N.Y.

The council coordinates educational travel for more than 95 North American educational institutions and religious organizations. Minimum age for students is 16 unless traveling as a dependent of another passenger.

TRIP (The Travelers' Recreation-Information Program) offers language classes and other activities on Council on Student Travel sailings.

***International Cultural Travel Service, 3271 M Street NW., Washington 7, D.C.**

Tours in Europe are arranged for senior high school students. Groups are based on a minimum of 25 students acompanied by 2 adult tour leaders. In unusual cases a junior high school student will be accepted.

---

*Open principally to precollege students and groups.

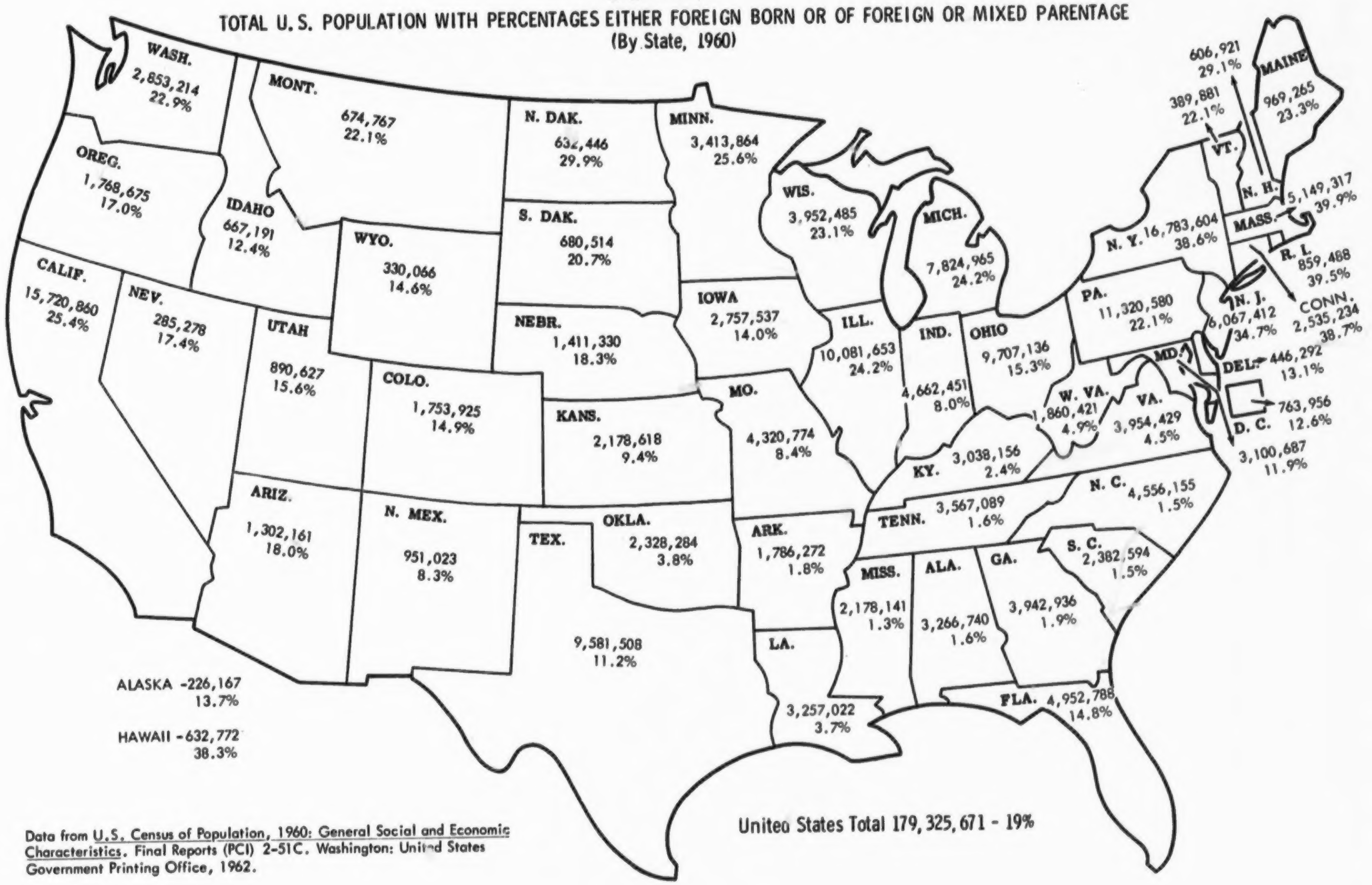
**Open principally to postsecondary students and groups.

U.S. National Student Association Educational Travel, Inc. (USNSA), 20 West 38th Street, New York 18, N.Y.

Two-month educational student tours to Europe, Israel, Poland, the U.S.S.R., and the Caribbean area, and summer programs in Japan and Africa. A limited number of high school students are accepted.

Appendix C

TOTAL U.S. POPULATION WITH PERCENTAGES EITHER FOREIGN BORN OR OF FOREIGN OR MIXED PARENTAGE
(By State, 1960)



Data from U.S. Census of Population, 1960: General Social and Economic Characteristics. Final Reports (PCI) 2-51C. Washington: United States Government Printing Office, 1962.

Appendix D: Foreign Language Entrance and Degree Requirements for the B.A. Degree in Accredited Colleges and Universities[1]

JEANINE PARISIER PLOTTEL
Research Associate, Modern Language Association

THIS SIXTH REVISION of statistics on foreign language entrance and degree requirements for the B.A. degree shows that out of 899 colleges which grant such a degree,[2] a foreign language is required for entrance by 284 or 31.6%, and for the B.A. by 772 or 85.9%. Since 12 schools not having a foreign language degree requirement have a foreign language entrance requirement, this brings the total number with some sort of language requirement to 784 or 87.2%. The following table shows how these figures compare with those obtained by the Modern Language Association in its 1957 survey.[3]

Number of Colleges Granting B.A. Degree		Colleges with Foreign Language Entrance Requirements				Colleges with Foreign Language Degree Requirements			
1957	1960	1957		1960		1957		1960	
		No.	%	No.	%	No.	%	No.	%
836	899	238	28. 5	284	31. 6	709	84. 8	772	85. 9

We see that some progress has been made in this realm since 1957, more in fact than is indicated by the total percentage because of the

---

[1] Reprinted from *PMLA*, 75: 14–28, September 1960, Part 2, by permission of the Modern Language Association of America.

[2] Our list includes only four-year colleges and universities granting the B.A. degree, and accredited by regional accreditation association. We have added 68 new colleges and have removed 5 from the list used by Ella Decker in the 1957 revision.

[3] Note that the 1957 figures in this table differ slightly from those published by the Modern Language Association in its 1957 revision (*PMLA*, Sept. 1957, LXII, No. 4, Part 2, p. 33); erroneous information given by a number of colleges has been corrected.

68 colleges added to our list.[4] Many of these have just begun to grant the B.A. and have not had the necessary time to complete transition to a new curriculum.

Since 1957, 22 colleges have initiated a foreign language *entrance* requirement, 26, a foreign language *degree* requirement; 5 colleges have dropped their foreign language entrance requirements; 2, their degree requirements; 4 colleges have strengthened their entrance requirements; and 14, their degree requirements.[4]

The following statistics, obtained through a letter-form questionnaire, and checked against college catalogues, show that the trend to make a foreign language a *sine qua non* for the B.A. degree continues, yet more than two thirds of American colleges will accept students for admission who have never been exposed to a language other than their mother tongue. Although several colleges without explicit entrance requirements do in fact accept few students who cannot present foreign language credits, many others profess they have such requirements, but waive them when the occasion warrants, especially in the case of gifted students who come from high schools which do not include foreign languages in their curriculum. This is the reason most often used for not making foreign languages an absolute requirement: to penalize such students would be unfair. The result is that only 4 out of 46 colleges in Texas, for example, require foreign languages for admission, and that not a single college in any of the following states has a foreign language entrance requirement: Alabama, Arizona, Arkansas, Hawaii, Idaho, Mississippi, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Wisconsin, Wyoming. An optimistic note for the future is that seven of these states are among the nineteen in the territory covered by the North Central Association of Schools and Colleges, whose 3,500 member schools voted, by a 90% majority, to require at least two years of foreign language instruction beginning in 1963. The roster of states: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North and South Dakota, Ohio, Oklahoma, West Virginia, Wisconsin, Wyoming.

A comparison can be made between foreign language offerings in the high schools of a state and the foreign language requirements for admission to its colleges. Many states have either strength or weakness in both areas, but in 21 states, the percentage of high schools that offer foreign languages is conspicuously higher than the percentage of colleges in the state that have a foreign-language entrance requirement: Arizona, 93.6% and 0%; California, 99.1% and 41%; Colorado, 59.8% and 9%; Delaware, 100% and 50%; District of Columbia, 100%

---

[4] See the appendix for the names of these colleges.

and 37%; Hawaii, 90% and 0%; Idaho, 71.9% and 0%; Indiana, 79.7% and 18%; Michigan, 77.6% and 9%; Montana, 43.9% and 0%; Nevada, 100% and 0%; New Mexico, 81.7% and 0%; North Carolina, 91.2% and 38%; Ohio, 92.7% and 30%; Oregon, 66.7% and 0%; Vermont, 98.8% and 50%; Virginia, 91.8% and 32%; Washington, 100% and 12%; West Virginia, 67.5% and 20%; Wyoming, 74.7% and 0%. Perhaps the contrasts here presented will embolden the colleges to strengthen their standards of admission.

The data which follow show that there is not yet any significant trend to strengthen existing requirements. Only 49 colleges in the entire country have an entrance requirement of more than 2 units in one language; the average degree requirement continues to be merely the completion of an intermediate language course.

KEY

Notations before the semicolon refer to entrance requirements.
Notations after the semicolon refer to degree requirements.

——	means that the school has no requirement.		
FL	Foreign Language	Gk	Greek
ML	Modern Language	u	means high school units (Carnegie units)
Lat	Latin	N	means new language
Pr	Proficiency examination. The student may meet all or part of his requirement by passing a proficiency examination.		
s	after a numeral indicates the number of *semester* hours which fulfill the language requirement.		
q	after a numeral indicates the number of *quarter* hours which fulfill the language requirement.		
Hs	means that the degree requirement may be satisfied by high school units.		
Pl	means that a placement test determines how much of the degree requirement may be satisfied by high school work.		

Examples:——; 12s means that

a. there is no language entrance requirement
b. the student must earn 12 semester hours of credit in a foreign language to satisfy the degree requirement, regardless of how much language he has studied in high school.

——; 12sHs means that

a. there is no language entrance requirement
b. the degree requirement, satisfied by 12 semester hours of a foreign language, may be anticipated partially or completely by high school credits (2 high school units are usually equivalent to one year of college language work, or 6–8 semester hours).

——; 12sHsPl means that

a. there is no entrance requirement
b. the degree requirement is satisfied by 12 semester hours of a foreign language. The number of hours may be lowered when the student presents an equivalent number of high school units. This is not an automatic procedure, however, but is determined by a placement test.

Examples—Continued

2u+2u; Pr means that

- a. the entrance requirement is two Carnegie units in each of two foreign languages
- b. the degree requirement may be satisfied only by a proficiency test.

2u; 12sHsPl means that

- a. the entrance requirement is two Carnegie units in a foreign language
- b. in addition to the units presented for entrance, the student must take 12 semester hours of language in college. If he has had more than 2 units of a language in high school, the number of semester hours may be reduced on the basis of his score on a placement examination.

3u; 6s/N18s means that

- a. the entrance requirement is 3 Carnegie units in a foreign language
- b. the degree requirement is 6 semester hours when the student continues in college the language studied in high school. If he begins a new language in college, he must take 18 semester hours of this language in college.

FOREIGN LANGUAGE ENTRANCE REQUIREMENTS

	No. of Colleges with B.A. Degrees		Colleges with Foreign Language Entrance Requirements				Colleges Adding FL Entrance Requirements	Colleges Dropping FL Entrance Requirements	Colleges with More FL Entrance Requirements	Colleges with Less FL Entrance Requirements
			1957		1960					
	1957	1960	No.	%	No.	%				
Alabama	17	18	0	0	2	11				
Alaska	1	1	1	100	1	100				
Arizona	3	3	0	0	0	0				
Arkansas	13	14	0	0	0	0				
California	45	51	18	40	21	41	1			
Colorado	9	9	1	11	1	9				
Connecticut	11	11	7	64	8	73	1		1	
Delaware	1	2	1	100	1	50				
D. of Columbia	8	8	3	37	3	37				
Florida	10	10	2	20	2	20	1	1		
Georgia	20	22	3	15	3	14				
Hawaii	1	1	0	0	0	0				
Idaho	4	4	0	0	0	0				
Illinois	35	38	9	26	10	26	1	1		
Indiana	22	22	3	14	4	18	1		2	
Iowa	22	22	1	4	1	4				
Kansas	20	21	1	5	1	5				
Kentucky	17	19	2	12	2	10				
Louisiana	17	17	7	41	6	35				
Maine	4	4	4	100	4	100				
Maryland	16	15	8	50	8	53	1			
Massachusetts	29	29	21	72	19	65		2	1	
Michigan	20	22	1	5	2	9	1			
Minnesota	22	22	1	4	2	9				
Mississippi	10	12	0	0	0	0				
Missouri	25	25	4	16	4	16	1	1		
Montana	4	4	0	0	0	0				
Nebraska	13	15	3	23	5	33	1			
Nevada	1	1	0	0	0	0				
New Hampshire	5	5	2	40	3	60	1			
New Jersey	12	19	8	66	10	53	2			
New Mexico	5	5	0	0	0	0				
New York	59	65	31	52	40	61	6			
North Carolina	25	29	11	44	11	38				
North Dakota	6	6	0	0	0	0				
Ohio	41	43	13	32	13	30	1			
Oklahoma	13	16	1	8	1	8				
Oregon	11	14	0	0	0	0				
Pennsylvania	56	56	39	70	42	75	2			
Rhode Island	6	6	6	100	6	100				
South Carolina	18	19	2	11	2	10				
South Dakota	5	7	0	0	0	0				
Tennessee	28	30	6	21	7	23				
Texas	42	46	4	10	4	9				
Utah	4	3	1	25	0	0				
Vermont	6	6	2	33	3	50	1			
Virginia	22	25	8	36	8	32				
Washington	16	16	2	12	2	12				
West Virginia	13	15	2	15	3	20				
Wisconsin	22	25	0	0	2	8	1			
Wyoming	1	1	0	0	0	0				
Total	836	899	238	28.5	284	31.6	23	5	4	

FOREIGN LANGUAGE DEGREE REQUIREMENTS

	Schools with Foreign Language Degree Requirements				Schools Adding FL Degree Requirements	Schools Dropping FL Degree Requirements	Schools with More FL Degree Requirements	Schools with Less FL Degree Requirements
	1957		1960					
	No.	%	No.	%				
Alabama	15	88	17	94	1			1
Alaska	1	100	1	100				
Arizona	3	100	3	100			1	
Arkansas	9	71	10	71		1		
California	31	69	32	63				
Colorado	3	33	3	33				
Connecticut	10	90	10	90				
Delaware	1	100	2	100				
D. of Columbia	7	81	8	100	1			
Florida	9	90	10	100	1			
Georgia	19	95	22	100			1	
Hawaii	1	100	1	100				
Idaho	2	50	2	50				
Illinois	33	94	34	89			1	1
Indiana	21	95	21	95				
Iowa	13	59	18	82	5		1	1
Kansas	13	65	15	71	1		1	
Kentucky	12	70	14	74				
Louisiana	15	88	15	88				
Maine	4	100	4	100				1
Maryland	13	81	12	80				1
Massachusetts	28	96	29	100	1		1	1
Michigan	19	95	20	91				
Minnesota	15	68	15	68				
Mississippi	10	100	12	100	2			
Missouri	21	84	23	92	2			
Montana	2	50	4	100	2			
Nebraska	11	85	13	87				
Nevada	1	100	1	100				
New Hampshire	5	100	5	100				
New Jersey	9	75	9	47		1		
New Mexico	1	20	2	40	1			
New York	53	90	61	94	2			
North Carolina	22	88	25	86				
North Dakota	5	83	5	83				
Ohio	35	85	39	91	4	1	2	
Oklahoma	8	62	9	56				
Oregon	9	82	12	86	2			
Pennsylvania	54	96	54	96			2	
Rhode Island	6	100	6	100			1	
South Carolina	18	100	19	100				
South Dakota	4	80	6	86				
Tennessee	24	86	26	87			1	
Texas	41	98	45	98			1	2
Utah	4	100	3	100				
Vermont	5	83	5	83				
Virginia	22	100	24	96			1	
Washington	10	62	10	62				
West Virginia	10	77	10	67				
Wisconsin	21	95	25	100	1			
Wyoming	1	100	1	100				
Total	709	84.8	772	85.9	26	3	14	8

ALABAMA

Alabama C (——; 12sHs)
Alabama S C (2u; 12s)
Athens C (——; 15q)
Auburn U (——; 15q)
Birmingham-Southern C (——; 20qHs/Pr)
Florence S C (——; 12sHs)
Howard C (——; 12sHs)
Huntingdon C (——; 12sHsPl)
Jacksonville S C (——; 12sHs)
Judson C (——; 12sHs/Pr)
Livingston S C (——; 20q)
Oakwood C (2u; 6s/N14s)
St. Bernard C (——; ——)
Spring Hill C (——; [ML12s+Lat12s]HsPl/Pr)
Stillman C (——; 6–12sHsPl)
Talladega C (——; 6sPr)
Troy S C (——; 18q)
U of Alabama (——; 12sHsPl)

ALASKA

U of Alaska (2u; 16s)

ARIZONA

Arizona S C (——; 12sHs)
Arizona S U, Tempe (——; 16sHsPl/Pr)
U of Arizona (——; 16sHsPl/Pr)

ARKANSAS

Arkansas A, M & N C (——; 15qHs)
Arkansas A & M C (——; 14sHs/Pr)
Arkansas C (——; ——)
Arkansas Poly C (——; 12s)
Arkansas S C (——; 12sHs)
Arkansas S T C (——; 14sHs)
C of the Ozarks (——; ——)
Harding C (——; ——)
Henderson S T C (——; 12s)
Hendrix C (——; 6s/Pr)
Ouachita Baptist C (——; ——)
Philander Smith C[5] (——; 12sHs)
Southern S C (——; 12sHs)
U of Arkansas (——; 10sHs)

CALIFORNIA[6]

California Western U (——; 15qHs)
Chapman C (——; 8sHs/Pr)
Chico S C (——; ——)
Claremont Men's C (——; 6s/Pr)
C of the Holy Names (2u; 12sHs/N16s)
C of Notre Dame (2u; 9s/N12s)
C of the Pacific (——; 16sHs)
Dominican C of San Rafael (2u; 16sHsPl)
Fresno S C (——; ——)
George Pepperdine C (——; ——)
Golden Gate C (——; ——)
Humboldt S C (——; ——)
Immaculate Heart C (2u; 6sHsPl/N12s)
La Sierra C (——; 8s)
La Verne C (——; 6s/2uHs)
Long Beach S C (——; ——)
Los Angeles S C of A A & S (——; ——)
Loyola U of Los Angeles (2u; 12s)
Mills C (——; 12s/Pr)
Mt. St. Mary's C (——; 9sHs/Pr)
Occidental C (——; 8sHsPl/Pr)
Pacific Union C (——; ——)
Pasadena C (——; 6–10sHs)
Pomona C (——; ——)
Sacramento S C (——; ——)
St. John's C (Lat2u; Lat18sHsPl/Pr)
St. Mary's C of California (——; 16sHs)
St. Patrick's C. (Lat4s; Lat9sHsPl)
San Diego C for Women (2u; 8s–12sHs)
San Diego S C[7] (——; ——)

---

[5] Except majors in Elementary Education.

[6] The 1951 decree by the California State Board of Education stating that "no foreign language shall be required by a state college as a condition to graduation" has been modified to allow foreign language requirements in appropriate college majors.

[7] Beginning 1961 a new liberal arts program will require 12s of a foreign language.

San Fernando Valley S C (——; ——)
San Francisco C for Women (2u; Pr)
San Francisco S C (——; ——)
San Jose S C (——; ——)
San Luis Rey C (——; ——)
Scripps C (2u; 12s)
Stanford U (2u; ——)
U of California, Berkeley (2u; 12sHsPl/8s+8s)
U of California, Davis (2u; 12sHsPl)
U of California, Los Angeles (2u; 16sHs)
U of California, Riverside (2u; 12sHsPl)
U of California, Santa Barbara (2u; 12sHsPl/8s+8s)
U of Redlands (——; 8sHs/Pr)
U of San Diego, C for Men (——; 14sHs)
U of San Francisco (2u; 12sPl/Pr
U of Santa Clara (2u; 6s/N16s)
U of Southern California (2u; 12sHs/Pr)
Upland C (2u; ——)
Westmont C (——; 12sHs)
Whittier C (2u; ——)

COLORADO

Adams S C of Colorado (——; ——)
Colorado C (——; ——)
Colorado S C (——; ——)
Colorado S U (——; ——)
Loretto Heights C (2u; 6s/N12s)
Regis C (——; 14sHs)
U of Colorado (——; 10sHs/Pr)
U of Denver (——; ——)
Western S C (——; ——)

CONNECTICUT

Albertus Magnus C (Lat2u+ML2u; 2 FL: 12–24sHsPl)
Annhurst C (2u; 12sPr)
Connecticut C (3u/2u+2u; 6s/N12s)
Fairfield U (ML2u+Lat4u; 18s)
Hillyer C of the U of Hartford (——; ——)
St. Joseph C (3u; 6s/N18s)
Trinity C (2u; 12sPl/Pr)
U of Bridgeport (2u; 6s/N12s)
U of Connecticut (——; 12sHs)
Wesleyan U (2u; 12s)
Yale U (——; Pr)

DELAWARE

Delaware S C (——; 12sHs)
U of Delaware (2u; Pr)

DISTRICT OF COLUMBIA

American U (——; 6s)
Catholic U of America (2u; 12sPlPr)
Dunbarton C of Holy Cross (Lat2u+ML2u; 12sPr)
Gallaudet C (——; 12s)
George Washington U (——; 12sHsPl)
Georgetown U (——; 12sHs)
Howard U (——; 14sHsPl/Pr)
Trinity C (5u; 6sHsPr)

FLORIDA

Barry C (2u; Lat12s/Lat6s+ML12s)
Bethune-Cookman C (——; 12s)
Florida A & M C (——; 12sHsPl)
Florida Southern C (——; 12sHs/Pr)
Florida S U (——; 12sHs/Pr)
Rollins C (3u/2u+2u; 12s/Pr)
Stetson U[8] (——; 12sHs)
U of Florida (——; 12sHs/Pr)
U of Miami (——; 12sHsPl)
U of Tampa (——; 12s)

GEORGIA

Agnes Scott C (2u; 9–18qHsPl)
Albany S C (——; 15q)
Berry C (——; 12s)
Brenau C (——; 12sHs)
Clark C (——; 12sHs)
Emory U (——; 15qHsPl/Pr)
Fort Valley S C (——; 15qHs)
Georgia S C for Women (——; 10–20qHs/Pr)
Georgia S C of Bus Adm (——; 10–20qHsPl)
La Grange C (——; 12sHs)
Mercer U (——; 20qHs)

---

[8] Students in the Division of Education are exempted from this requirement.

Morehouse C (——; 12s)
Morris Brown C (——; 12sHsPl)
North Georgia C (——; 20qHsPl)
Oglethorpe U (2u; 6s)
Paine C (——; 12sHs)
Shorter C (——; 12sHsPl/Pr)
Spelman C (——; 12sHs)
Tift C (2u; 15q/N25q)
U of Georgia (——; 20qHs/Pr)
Valdosta S C (——; 20q/Pr)
Wesleyan U (——; 12sHs/Pr)

HAWAII

U of Hawaii (——; 12sHsPl)

IDAHO

C of Idaho (——; ——)
Idaho S C (——; 8sHsPl)
Northwest Nazarene C (——; ——)
U of Idaho (——; 16sHs/Pr)

ILLINOIS

Augustana C (——; 6–8s)
Aurora C (——; ——)
Barat C of the Sacred Heart (ML2u+Lat2u; Pr)
Blackburn C (——; 14sHs/Pr)
Bradley U (——; 16sHs/Pr)
Carthage C (——; 12s/Pr)
C of St. Francis (2u; 6s/N12s)
De Paul U (——; 14sHs)
Eastern Illinois U (——; 24q)
Elmhurst C (——; 16sHsPl)
Greenville C (——; 14sHs/Pr)
Illinois C (——; 16sHs/Pr)
Illinois Wesleyan U (——; 12sHs/Pr)
Knox C (——; 6s)
Lake Forest C (——; 12sHs/Pr)
Loyola U (——; 12sHs)
MacMurray C for Women (——; 14sHs)
Maryknoll Seminary (3u; 12sHsPr)
Millikin U (——; 14sHs)
Monmouth C (——; 12sHsPl/Pr)
Mundelein C (2u; 6–8s)
North Central C (——; 12sHs/Pr)
Northern Illinois U (——; ——)
Northwestern U (——; 24qHs/Pr)
Olivet Nazarene C (——; 10s)
Principia C (2u; 10q/N25q)
Quincy C (——; 12sHsPl)
Rockford C (2u; 12sHsPl/Pr)
Roosevelt C (——; 8s)
Rosary C (3u/[illegible]u+2u; Pr)
St. Procopius C (2u; 6s/N12s)
St. Xavier C (2u; 6s)
Shirmer C (——; 6s)
Southern Illinois U (——; ——)
U of Chicago (——; 15qHs/Pr)
U of Illinois[9] (2u; 16sHs/Pr)
Western Illinois U (——; ——)
Wheaton C (——; 12sHs)

INDIANA

Anderson C (——; 16sHs)
Ball S T C (——; 24qHsPl)
Butler U (——; 1ML: 16s/2ML: 20s)
DePauw U (——; 16sHsPl)
Earlham C (——; 14s/Pr)
Evansville C (——; 21qHs/Pr)
Franklin C of Indiana (——; 14sHs)
Goshen C (2u; 14sHsPl)
Hanover C (——; 6–12sHsPl)
Indiana Central C (——; 12sHsPr)
Indiana S T C (——; 24qHsPl)
Indiana U (——; 18s)
Manchester C (——; 24qHsPl)
Marian C (——; 15sHs)
St. Francis C (——; 12sHsPl)
St. Joseph's C (——; ——)
St. Mary-of-the-Woods C (2u; 12s/N16s)
St. Mary's C (Lat2u+ML2u; Pr)
Taylor U (——; 14s)
U of Notre Dame (2u; 10s)
Valparaiso U (——; 12sHsPl)
Wabash C (——; 16sHs/Pr)

IOWA

Briar Cliff C (——; 12sHs)
Buena Vista C (——; 6s)
Central C (——; 14Hs/Pr)
Clarke C (2u; 6s/N12s)
Coe C (——; 12s)

---

[9] This requirement is waived for students who rank in the upper half of their high school graduating class. Beginning 1964, the two years may no longer be waived for such students.

Cornell C (——; 16sHs)
Drake U (——; 8s/Pr)
Grinnell C (——; 14sHsPl/Pr)
Iowa S T C (——; ——)
Iowa Wesleyan C (——; 8s)
Loras C (——; 14sHsPl)
Luther C (——; 14sHs/Pr)
Marycrest C (——; 12sHs)
Morningside C (——; 12sHs)
Parsons C (——; 6s)
St. Ambrose C (——; 12sHs)
Simpson C (——; 12s/Pr)
S U of Iowa (——; 12–14s/Pr)
U of Dubuque (——; 12sHs/Pr)
Upper Iowa U[10] (——; ——)
Wartburg C (——; ——)
Westmar C (——; ——)

KANSAS

Baker U (——; ——)
Bethany C (——; 8sHs)
Bethel C (——; 12qHs)
C of Emporia (——; 8sHs)
Fort Hays Kansas S C (——; 9s)
Friends U (——; 14sHs)
Kansas S T C of Emporia (——; ——)
Kansas S T C of Pittsburg (——; 10sHs/Pr)
Kansas S U of A & M (——; 12sHsPl)
Kansas Wesleyan U (——; 10s)
McPherson C (——; ——)
Marymount C (——; Lat5s+ML5s)
Mt. St. Scholastica C (2u; 12sHsPl)
Ottawa U (——; ——)
St. Benedict's C (——; 10sHs)
St. Mary C (——; 12s)
Southwestern C (——; ——)
Sterling C (——; 8sHsPl)
U of Kansas (——; 16sHsPl/Pr)
Washburn Municipal U (——; ——)
U of Wichita (——; 8sHs)

KENTUCKY

Asbury C (——; 24q Hs)
Bellarmine C (——; 6sHsPl)
Berea C (——; 12sHs/Pr)
Brescia C (——; 12sHs)
Centre C of Kentucky (——; 12sHs/Pr)
Eastern Kentucky S C (——; ——)
Georgetown C (——; 6–12sHs)
Kentucky S C (——; ——)
Kentucky Wesleyan C (——; ——)
Morehead S C (——; 12s)
Murray S C (——; 12sHs)
Nazareth C (2u; 12s/N18s)
Pikeville C (——; 12s)
Transylvania C (——; ——)
Union C (——; 12s)
U of Kentucky (——; 12sHs/Pr)
U of Louisville (——; 12sHs/Pr)
Ursuline C (ML2u+Lat2u; Lat6s+ML6s)
Western Kentucky S C (——; 6–15sHs)

LOUISIANA

Centenary C of Louisiana (——; 14sHs)
Dillard U (2u; ——)
Louisiana C (——; 6–12sHsPl)
Louisiana Poly Inst (——; 12s)
Louisiana S U & A & M C (——; 3–16sHsPl)
Loyola U (2u; [Lat12s+ML12s]HsPl)
McNeese S C (——; 15sHs)
Newcomb Memorial C (——; 6–14HsPr)
Northeast Louisiana S C (——; 12sHs)
Northwest S C of Louisiana (——; 12s)
Notre Dame Seminary[11] (6s; ——)
St. Mary's Dominican C (2u; 6s)
Southeastern Louisiana C (——; 12s)
Southern U & A & M C (——; 12sPl)
Southwestern Louisiana Inst (——; 12sHsPl/Pr)
Tulane U (2u; 12sHsPl)
Xavier U of Louisiana (2u; 12s)

MAINE

Bates C (2u; 6s/N12sPr)
Bowdoin C (3u/2u+2u; 6s–12sPl)

---

[10] Plans to require modern foreign languages for a B.A. degree as of Fall, 1961.

[11] Offers only upper two years of a college program.

Colby C (2u; 6–12sHsPl/Pr)
U of Maine (2u; 14sHs/Pr)

MARYLAND

C of Notre Dame of Maryland (2u; 6s/N12s)
Goucher C (——; 20qHsPl)
Hood C[12] (——; ——)
Johns Hopkins U (——; Pr)
Loyola C (2u; 6s)
Maryland S C (——; ——)
Morgan S C (——; ——)
Mt. St. Agnes C (2u; 6s)
Mt. St. Mary C (Lat2u+ML2u; Lat 18s)
St. John's C (2u; 12sGk+6sGerman +6sFrench)
St. Joseph C (2u; 12s)
St. Mary's Seminary & U (Lat4u; Pr)
U of Maryland (——; 12s)
Washington C (2u/3u; 16sHsPl/ML6s/Pr)
Western Maryland C (——; 12sHs)

MASSACHUSETTS

American International C (——; 6s)
Amherst C (——; Pr)
Anna Maria C for Women (2u; 12s Pl)
Assumption C (2u; 12sHsPl/N18s/Pr)
Atlantic Union C (——; 6s–16sHsPl)
Boston C (2u; 6s)
Boston U (——; 12sPl+N6s/18sPl/Pr)
Brandeis U (3u/2u+2u; 12sHsPl/N18s/Pr)
Clark U (2u; 6sHsPl/N18s)
C of the Holy Cross (Lat2u; ML12s +Lat14s)
C of Our Lady of the Elms (2u+2u/3u; 12s/Pr+6s)
Eastern Nazarene C (2u; 6s/Pr)
Emerson C (2u; 12s)
Emmanuel C (3u/2u+2u; 6sPr)
Harvard C (——; 16sHs/Pr)
Jackson C for Women (2u; 12sHsPl/Pr)
Merrimack C (2u; 12sHs/N16s)
Mt. Holyoke C (3u/2u+2u; 6sPr)
Newton C of the Sacred Heart (——; Pr)
Northeastern U (2u; 12s)
Radcliffe C (——; 16sHs/Pr)
Regis C (2u; 6sPr/N12sPr)
Smith C (3u/2u+2u; 6sHs/N12s)
Suffolk U (2u; 6s/N12sPr)
Tufts C (2u; 12sHsPl/Pr)
U of Massachusetts (2u; Pr)
Wellesley C (——; 12s/Pr)
Wheaton C (——; 6s/N12s/Pr)
Williams C[13] (3u; 12sHsPl/Pr)

MICHIGAN

Adrian C (——; ——)
Albion C (——; 12sHsPl)
Alma C (——; 14sHs/Pr)
Aquinas C (2u; 6–12s)
Calvin C (——; 2FL [12s+6s])
Central Michigan U (——; 8sHs)
Eastern Michigan U (——; 8s/Pr)
Emmanuel Missionary C (——; 14s Hs)
Hillsdale C (——; 12s/Pr)
Hope C (2u; 16sHsPl/Pr)
Kalamazoo C (——; 16sHsPl/Pr)
Madonna C (——; 12s)
Marygrove C (——; 12s)
Mercy C (——; 12s)
Michigan S U of A & A S (——; ——)
Nazareth C (——; 6–14sHs)
Northern Michigan C (——; 8sHs)
Siena Heights C (——; Lat6–12sHs)
U of Detroit (——; 16sHsPl)
U of Michigan (——; 16sHsPl/Pr)
Wayne S U (——; Pr)
Western Michigan U (——; 8sHs)

MINNESOTA

Augsburg C (——; 16sHs)
Bemidji S C (——; ——)
Bethel C (——; 10s)
Carleton C (——; 11sHs/Pr)
C of St. Benedict (——; 14sHs)
C of St. Catherine (2u; 14sHs)
C of St. Scholastica (——; 14sHs/Pr)

---

[12] Beginning 1964 the requirement will be as follows: ——; 12sHs.

[13] Increased entrance requirement to go in effect beginning 1963.

C of St. Teresa (——; 14sHs)
C of St. Thomas (——; 14sHs)
Concordia C (——; 14sHs)
Gustavus Adolphus C (——; 12sHs/Pr)
Hamline U (——; ——)
Macalester C (——; 14sHs)
Mankato S C (——; ——)
Moorhead S C (——; ——)
St. Cloud S C (——; ——)
St. John's U (——; 12sHs)
St. Mary's C (——; 12sHsPl)
St. Olaf C (——; ——)
St. Paul Seminary (2u; Lat16s+Gk10s+ML12sHsPr)
U of Minnesota (——; 15qHsPl/Pr)
Winona S C (——; ——)

MISSISSIPPI

Belhaven C (——; 12sHs)
Blue Mountain C (——; 12s)
Delta S C (——; 6–12sHs)
Jackson S C (——; 21q)
Millsaps C (——; 12sHs)
Mississippi C (——; 12sHs)
Mississippi Southern C (——; 18q)
Mississippi S C for Women (——; 12sHs)
Mississippi S U (——; 12s)
Tougaloo Southern Christian C (——; 12s)
U of Mississippi (——; 18sHsPl)
William Carey C (——; 12s)

MISSOURI

Central C (——; 10sHsPl)
Central Missouri S C (——; 6s)
C of St. Teresa (2u; 12s)
Culver-Stockton C (——; 12s/Pr)
Drury C (——; ——)
Fontbonne C (2u; 12sHs)
Harris T C (——; 6s)
Lincoln U (——; 12sHs)
Lindenwood C (——; 16sHsPl/Pr)
Maryville C of the Sacred Heart (4u; 6s)
Missouri Valley C (——; 12sHs)
Northeast Missouri S T C (——; 15sHs/Pr)
Northwest Missouri S C (——; 10sHs)
Park C (——; 14sHs)
Rockhurst C (——; 14sHs)
St. Louis U (——; 14sHsPl)
Southeast Missouri S C (——; 12sHs)
Southwest Missouri S C (——; 10sHs)
Tarkio C (——; 8sHs)
U of Kansas City (——; ——)
U of Missouri (——;18sPl)
Washington U (——; 12sHsPl/Pr)
Webster C (2u; 12s)
Westminster C (——; 12sHs/Pr)
William Jewell C (——; 16sHs)

MONTANA

Carroll C (——; 12sHs)
C of Great Falls (——; 14–16sHs)
Montana S U (——; 25qHsPl/[15q+15q]HsPl/Pr)
Rocky Mountain C (——; 14s/Pr)

NEBRASKA

C of St. Mary's (2u; 6s)
Creighton U (——; 12sHs)
Dana C (——; 14sHs)
Doane C (——; 8sHs)
Duchesne C (2u; Lat6s+ML12s)
Hastings C (——; 14sHs)
Midland C (2u; 11s/N16s)
Nebraska S T C, Chadron (——; ——)
Nebraska S T C, Kearney (——; 2u+6s/1u+11s/N16s)
Nebraska S T C, Peru (——; 10sHs)
Nebraska S T C, Wayne (——; 16sHs)
Nebraska Wesleyan U (——; ——)
Union C (2u; 6s/N16s)
U of Nebraska (2u; 6s/N16s)
U of Omaha (——; 16sHs)

NEVADA

U of Nevada (——; 16sHs)

NEW HAMPSHIRE

Dartmouth C (——; Pr)
Mt. St. Mary C (2u; 12sPl/Pr)
Rivier C (2u; 12s)
St. Anselm's C (——; 12sHs)
U of New Hampshire (2u; Pr)

NEW JERSEY

Caldwell C for Women (4u; Pr)
C of St. Elizabeth (3u/2u+2u; ——)
Douglass C (2u; 12sHs/N18s)
Drew U (——; 14sHs/Pr)
Fairleigh Dickinson C (2u; ——)
Georgian Court C (Lat2u+ML2u; Lat6s+ML12s)
Glassboro S C (——; ——)
Jersey City S C (——; ——)
Montclair S C (2u; ——)
Monmouth C (——; 12sHs)
Newark S C (——; ——)
Paterson S C (——; ——)
Princeton U (2u; ——)
Rider C (——; ——)
Rutgers U (2u; 16sHsPl)
St. Peter's C (2u; 12s)
Seton Hall C (——; 12s)
Trenton S T C (——; ——)
Upsala C (2u; 6sPl)

NEW MEXICO

Eastern New Mexico U (——; 16sHs/Pr)
New Mexico Highlands U (——; ——)
New Mexico S U of A, E & S (——; ——)
New Mexico Western C (——; ——)
U of New Mexico (——; 12sHsPl/Pr)

NEW YORK

Adelphi C (——; 6–12sHsPl)
Alfred U (——; 14sHs)
Bard C (——; ——)
Barnard C (——; 2FL:20s/Pr+8s/Pr)
Brooklyn C (3u; 3–12sHsPl/N12s)
C. W. Post C (——; 12sHs/Pr)
Canisius C (Lat3u+ML2u; Lat12s+ML6s)
City C (3u; 3–12sHsPl/N12s)
Colgate U (2u; Pr)
C of Mt. St. Vincent (3u/2u+2u; 12sHsPl)
C of New Rochelle (2u; 6s)
C of St. Rose (2u; Lat12sHs+ML6s/N12s)
Columbia C[14] (3u; 14sHsPl/Pr)
Cornell U (3u; 12sHsPl/Pr+6s)
D'Youville C (——; 6s)
Elmira C (——; 12sHs/Pr)
Finch C (2u; 6s/Pr)
Fordham U (2u; 6s/N12s)
Good Counsel C (2u+2u; 12s)
Hamilton C (2u; 18sHsPl)
Harpur C (——; 6s/N12s)
Hartwick C (2u; 6s/N12s)
Hobart C (——; 12sHsPl/Pr)
Hofstra C (2u; 12sHsPl/Pr)
Houghton C (——; 12s)
Hunter C (3u; 6–12sHsPl)
Iona C (2u; 12s)
Ithaca C (——; 14sHsPl/Pr)
Keuka C (——; ——)
Le Moyne C (2u; 12s)
Long Island U (——; 12sHsPl/Pr)
Manhattan C (3u/2u+2u; 18sPl)
Manhattanville C of the Sacred Heart (ML3u+Lat2u; 12sPl)
Marymount C (3u+2u; Pr)
Mitchell C of Long Island U (——; 12sHs)
Mt. St. Joseph T C (Lat2u+ML2u; Lat6–12s+ML6–12s)
Nazareth C of Rochester (2u[15]; 12sHs)
New York U, University Heights (2u; 12–14s/N20s)
New York U, Washington Sq C (2u; 9sHs/N15s/Pr)
Niagara U (2u; 12sPl)
Notre Dame C of Staten Island (2u+2u; 6s)
Pace C (——; 6–12sHsPl)
Queens C (3u; 12sHs/N24s)
Rosary Hill C (2u; 12sHsPl)
Russell Sage C (——; 12sHs)
St. Bernardine C of Siena (——; Lat12sHsPl+ML12sHsPl)
St. Bonaventure U (——; 6s)
St. Francis C (——; 12s)
St. John Fisher C (3u/2u+Pr; 6s)
St. John's U (2u; 6–12sHsPl)
St. Joseph's C for Women (3u/2u+2u; 6–9sHsPl/N12s)

---

[14] Beginning with the entering Freshman class of 1962.
[15] Effective 1961.

St. Lawrence U (2u; ——)
Sarah Lawrence C (——; ——)
Skidmore C (3u/2u+2u; 12sHsPl/Pr)
State U of New York, C of Ed at Albany (2u; 6s/N14s)
Stern C for Women, Yeshiva U (2u; ML[6s/N12s]+24sHeb)
Syracuse U (——; 12s)
Union C (2u; 12sHsPl/Pr)
U of Buffalo (——; 6s)
U of Rochester (2u; Pr)
Vassar C (4u/2u+2u; 6s)
Wagner C (2u; 6sHs/N12s/Pr)
Wells C (——; Pr)
William Smith C (——; 12sHs)
Yeshiva U (2u; 6s/N12s)

NORTH CAROLINA

Appalachian S T C (——; ——)
Atlantic Christian C (——; 12sHs)
Belmont Abbey C (——; 12s)
Bennett C (——; ——)
Catawba C (——; 12sHs)
Davidson C (2u; 12s)
Duke U (——; 18sHsPl)
East Carolina T C (——; 20q)
Elon C (2u; 6s/N12s)
Flora Macdonald C (2u; 12s)
Greensboro C (2u; 12s)
Guilford C (——; 12sHsPl/Pr)
High Point C (2u; 6s/N12s)
Johnson C. Smith U (——; 12sHsPl)
Lenoir Rhyne C (2u; 12s)
Livingstone C (——; 14sHs)
Meredith C (——; 18sHs/12sHs+12sHs)
North Carolina C (——; 9sHsPl)
Pembroke S C (——; ——)
Pfeiffer C (——; 8–14sHs)
Queens C (2u; ——)
St. Augustine's C (——; 6–12sHs)
Salem C (2u; 6sPl/N12s)
Shaw U (——; 12s)
U of North Carolina (2u; 9sHs/N12s)
Wake Forest C (2u; 12sHsPl)
Western Carolina T C (——; 2u+10q/N20q)
Winston-Salem T C (——; 12s)
Women's C of the U of North Carolina (2u; 12s/Pr)

NORTH DAKOTA

Jamestown C (——; 14sHs)
State Teachers C, Dickinson (——; 24q)
State Teachers C, Mayville (——; ——)
State Teachers C, Minot (——; 24q)
State Teachers C, Valley City (——; 24q)
U of North Dakota (——; 18sHs)

OHIO

Antioch C (——; ——)
Ashland C (——; 14sHs/Pr)
Baldwin-Wallace C (——; 20qHs)
Bluffton C (——; 12sHs)
Bowling Green S U (——; 16sHs/Pr)
Capital U (2u; 8s)
Central S C (——; ——)
C of Mt. St. Joseph-on-the-Ohio (2u; 12–15sHsPl)
C of St. Mary of the Springs (2u; 12s)
C of Wooster (2u; 6sPl/N12s)
Denison U (2u; 6s/N8s)
Fenn C (——; 20qHs/Pr)
Heidelberg C (——; 14sHs)
Hiram C (——; 12s)
John Carroll U (——; 12s)
Kent S U (——; 14–18qHs)
Kenyon C (2u; 12s)
Lake Erie C (——; 12sHs)
Marietta C (——; ——)
Mary Manse C (2u; 12s)
Miami U (——; 14sPr)
Mt. Union C (——; 6s/N14s)
Muskingum C (——; 14sHs)
Notre Dame C (2u; 12s/N18s)
Oberlin C (——; 6s/N12s/Pr)
Ohio Northern U (——; 16sHs)
Ohio S U (——; 20qHsPl/Pr)
Ohio U (——; 16sHs)
Ohio Wesleyan U (——; 14sHsPl/Pr)
Otterbein C (2u; 6s/N14s)
Our Lady of Cincinnati C (2u; 12s)
St. John C of Cleveland (——; ——)
U of Akron (——; 14sHsPl)
U of Cincinnati (2u; 6s/N10s)
U of Dayton (——; 6s/N12s)
U of Toledo (——; 14sHs)

Ursuline C for Women (2u; 12sPl/Pr+6s)
Western C for Women (——; 12s/Pr)
Western Reserve U (——; 12sHs/Pr)
Wilmington C (——; 12sHs/Pr)
Wittenberg C (——; 6s/N12s)
Xavier U (——; 12s)
Youngstown U (2u ;6s/N12s/Pr)

OKLAHOMA

Bethany Nazarene C (——; 12sHs)
Central State C (——; ——)
East Central S C (——; ——)
Langston U (——; 12s)
Northeastern S C (——; —)
Northwestern S C (——; ——)
Oklahoma Baptist U (——; 16sHs)
Oklahoma City U (——; 12sHs/Pr)
Oklahoma C for Women (——; 12s)
Oklahoma S U of A & A S (——; ——)
Panhandle A & M C (——; 8s)
Phillips U (——; 16sHs)
Southeastern S C (——; ——)
Southwestern S C (——; ——)
U of Oklahoma (2u; 10sHs)
U of Tulsa (——; 8sHs)

OREGON

Cascade C (——; ——)
Eastern Oregon C (——; 16s)
Lewis and Clark C (——; 6–14sHs)
Linfield C (——; 16sHs/Pr)
Marylhurst C (——; 14sHs)
Mount Angel C (——; 12s)
Mount Angel Seminary (——; 12s)
Oregon S C (——; 24qHs)
Pacific U (——; 12sHs/Pr)
Portland S C (——; 12sHs)
Reed C (——; 12sHs/Pr)
U or Oregon (——; 24qHs/Pr)
U of Portland (——; ——)
Willamette U (——; 12sHsPl/Pr)

PENNSYLVANIA

Albright C (2u; ——)
Allegheny C (——; ——)
Alliance C (——; 12sHs)
Beaver C (2u; 12sPl)
Bryn Mawr C (——; 2FLsPr)
Bucknell U (—; 14sHsPl/Pr)
Cedar Crest C (——; 12sHs)
Chatham C (——; 12sHsPl/Pr)
Chestnut Hill C (2u+2u; 6sLat+12sML)
C Misericordia (Lat2u+ML2u; 6sLat/6sGk+6sML)
Dickinson C (2u; 16sHsPl)
Duquesne U (——; 12s)
Eastern Baptist C (2u; 12sPl)
Elizabethtown C (2u; 12s)
Franklin and Marshall C (2u; 16sPr)
Gannon C (——; 12s)
Geneva C (2u; 6s/N12s)
Gettysburg C (——; 12sHs)
Grove City C (——; 18sHsPr)
Haverford C (3u; 6sPl)
Immaculata C (2u; 6sPl)
Juniata C (2u; 6s/Pr)
King's C (2u; 12s)
Lafayette C (2u; 12sHsPl/Pr)
La Salle C (2u; 6sHsPl/N12s)
Lebanon Valley C (2u; 10sPl)
Lehigh U (2u; 6s/N18s/N12s+N6s/Pr)
Lincoln U (——; 12sHs/Pr)
Lycoming C (——; 6–12sPl)
Marywood C (ML2u+Lat2u; 6s/N12s)
Mercyhurst C (2u; 12sHs)
Moravian C (——; 12sHs)
Mt. Mercy C (2u; 6s/N12s)
Muhlenberg C (2u; 6s/N12s)
Pennsylvania Military C (2u; 12sHsPl/Pr)
Pennsylvania S U (2u; 12sHsPl/Pr)
Rosemont C (2u+2u/3u; 12sPl/N18s)
St. Francis C (2u; 6s/N12s)
St. Joseph's C (Lat3u+ML2u; Lat12s+ML6s)
St. Vincent C (2u; 6s/N12s)
Seton Hill C (2u; Lat6sHs+MLPr)
Susquehanna U (2u; 12s)
Swarthmore C (3u/2u+2u; Pr)
Temple U (2u; 12sHsPl/N18s)
Thiel C (2u; 12s)
U of Pennsylvania (2u; 12s)
U of Pittsburgh (2u; 14sHsPl)
U of Scranton (2u; 12s)
Ursinus C (2u; 6sHs/N12s)
Villa Maria C (2u; 24s+6sHs)
Villanova C (2u; 6s)

Washington and Jefferson C (2u; ——)
Waynesburg C (2u; 12sHs)
Westminster C (2u; 6–12sPl)
Wilkes C (——; 12sHs)
Wilson C (2u; 6sHs)

RHODE ISLAND

Brown U (2u; Pr)
Pembroke C (2u; Pr)
Providence C (2u; 12sMsPl)
Rhode Island C of Ed (2u; 6s/N12s)
Salve Regina C (2u; 12s)
U of Rhode Island (2u; 12s)

SOUTH CAROLINA

Allen U (——; 18qHs)
Benedict C (——; 12sHs)
Central Wesleyan C (——; 12s)
The Citadel (——; 12sHsPr)
Claflin C (——; 12sHs)
Coker C (——; 12sHsPl/N18s)
C of Charleston (Lat4u+ML2u; Lat or Gk20s)
Columbia C (——; 12s)
Converse C (2u; 6–12sHsPl/N18s)
Erskine C (——; 12s)
Furman U (——; 12s)
Lander C (——; 12s)
Limestone C (——; 6–12sHsPl)
Newberry C (——; 6–12sHs)
Presbyterian C (——; 12s/Pr)
South Carolina SC (——; 12s)
U of South Carolina (——; 6s)
Winthrop C (——; 18sHsPl)
Wofford C (——; 12s)

SOUTH DAKOTA

Augustana C (——; 14sHs)
Dakota Wesleyan U (——; ——)
Huron C (——; 12sHs/Pr)
Northern STC (——; 18q)
Sioux Falls C (——; 14s)
SU of South Dakota (——; 14sHs)
Yankton C (——; 14sHs)

TENNESSEE

Austin Peay SC (2u; 27qHs)
Belmont C (——; 12s)
Bethel C (——; 12sHs)
Carson-Newman C (——; 12s)
David Lipscomb C (——; 12q)
East Tennessee SC (——; 18qHs/Pr)
Fisk U (——; 14s)
Geo. Peabody C for Teachers (——; ——)
King C (——; 12sHs)
Knoxville C (——; 6–12sHs)
Lambuth C (——; ——)
Lane C (——; 18q)
Le Moyne C (——; ——)
Lincoln Memorial U (——; 18qHs)
Maryville C (——; 12sHs)
Memphis SU (——; 12s/N18s)
Middle Tennessee SC (2u; 12s/N18s)
Scarritt C for Christian Workers (——; ——)
Siena C (2u; 12s)
Southern Missionary C (2u; 6s/N14s)
Southwestern at Memphis (2u; Pr)
Tennessee A & I S U (——; 18qHs/N27q)
Tennessee Poly Inst (——; 27qHs)
Tennessee Wesleyan C (——; 12s)
Tusculum C (——; 12sHs)
Union U (——; 6s/N14s)
U of Chattanooga (——; 18sHs)
U of the South (——; 1FL: 18s/2FL: 12s+12sHs)
U of Tennessee (2u; 18qHs/N27q/Pr)
Vanderbilt U (2u; 3s/N14s/Pr)

TEXAS

Abilene Christian C (——; 6s)
A & M C of Texas (——; 12sHs)
Austin C (——; 12sHsPr)
Baylor U (——; 3–14sHs)
Bishop C (——; 12sHs)
East Texas Baptist C (——; 12–20sHs)
East Texas S T C (——; 12sHs)
Hardin-Simmons U (——; 12s)
Howard Payne C (——; 12s)
Huston-Tillotson C (——; 12sHs)
Incarnate Word C (——; Pr)
Jarvis Christian C (——; 12s)
Lamar S C of Technology (——; 12s)
McMurry C (——; 14sHs)
Mary Hardin-Baylor C (——; 12sHs)
Midwestern U (——; 15sPl)

North Texas S C (——; 12sHs/Pr)
Our Lady of the Lake C (——; 14s HsPl)
Pan American C (——; 6–8s)
Prairie View A & M C (——; 12sHs Pl)
Rice Inst (2u; 12s)
Sacred Heart Dominican C (2u;6s/ N12s)
St. Edward's U (——; ——)
St. Mary's U of San Antonio (——; 18sHs/Pr)
Sam Houston S T C (——; 12s)
Southern Methodist U (2u; 12s)
Southwest Texas S C (——; 14s)
Southwestern U (——; 14s)
Stephen F. Austin S C (——; 18sHs)
Sul Ross S C (——; 12sHs)
Texas Christian U (——; 12sHs)
Texas C (——; 12sHs)
Texas C of Arts and Industries (——; 12s)
Texas Lutheran C (——; 14sPl)
Texas Southern U (——; 12s)
Texas Technological C (——; 18sHs)
Texas Wesleyan C (——; 18sHs)
Texas Western C (——; 14sHsPl)
Texas Women's U (——; 18sHs)
Trinity U (——; 14s)
U of Houston (——; 12s)
U of St. Thomas (2u; 12sHs)
U of Texas[16] (——; 6s)
West Texas S C (——; 18s/12s+12s)
Wayland Baptist C (——; 12–14sHs)
Wiley C (——; 6s)

UTAH

Brigham Young U (——; 1FL:24q/ 2FLs15q+15qHs)
U of Utah (——; 25qHsPl)
Westminster C (——; 14sHs/Pr)

VERMONT

Bennington C (——; ——)
Middlebury C (2u; 12sHs/Pr)
Norwich U (——; 12sPr)
St. Michael's C (——; 12sHs)
Trinity C (2u; 12s/N18s)
U of Vermont (2u; 12sHs)

VIRGINIA

Bridgewater C (——; 12sHs)
The C of William & Mary (——; 18s Hs)
Eastern Mennonite C (——; 20sHs)
Emory & Henry C (——; 19sHs)
Hampden-Sydney C (2u; Lat or Gk: 18sHs+ML: 18sHsPl)
Hampton Inst (——; ——)
Hollins C (——; 18sHs/Pr)
Longwood C (——; 18s)
Lynchburg C (——; 12sHsPl)
Madison C (——; 18s)
Mary Baldwin C (2u; 6s/N14s)
Mary Washington C (2u; 12sHsPl/ N18s/Pr)
Radford C (——; 30q)
Randolph-Macon C (——; 19s)
Randolph-Macon Woman's C (——; 2FLs: 12sHsPl+12sHsPl)
Roanoke C (——; 12sPl)
St. Paul's C (——; 12s)
Sweet Briar C (——; 12sHsPl/Pr)
U of Richmond (2u; 6s+6s/N12s +N12s)
U of Virginia (——; 1FL: 18s/2FLs 12s+12sHsPl)
Virginia Military Inst[17] (——; 24s)
Virginia S C (2u; 12s/N18s)
Virginia Union U (2u; 12s)
Washington & Lee U (2u; 1FL: 12s/ 2FLs 6s+6sHsPl)
Westhampton C (4u/2u+2u; 6sPl/ N12s)

WASHINGTON

Central Washington C of Education (——; ——)
Eastern Washington C of Education (——; ——)
Gonzaga U (——; 12sPl)
Holy Names C (——; 14sHs)
Pacific Lutheran U (——; 14sHs)
St. Edward's Seminary (Lat 2u; Lat 20sHsPl)
St. Martin's C (——; 12sHs)
Seattle Pacific C (——; 15qHs)
Seattle U (——; 15–20qHs)

---

[16] Two units will be required for admission beginning 1963.

[17] For B.A. degree in English or History; 12s for B.A. degree in Biology or Mathematics.

U of Puget Sound (——; 14sHs)
U of Washington (2u; ——)
Walla Walla C (——; 24qHs)
Washington S U (——; 6sHs)
Western Washington C (——; ——)
Whitman C (——; ——)
Whitworth C (——; ——)

WEST VIRGINIA

Alderson-Broaddus C (——; 12s)
Bethany C (——; 12sHsPr)
Bluefield S C (——; ——)
Concord C (2u; 12s)
Davis and Elkins C (——; 12sHsPl)
Fairmont S C (——; 12sHsPl/Pr)
Glenville S C (——; ——)
Marshall C (2u; 12s/N18s)
Morris Harvey C (——; ——)
Shepherd C (——; ——)
West Liberty S C (2u; 16sHs)
West Virginia Inst of Tech (——; 12sHsPl)
West Virginia S C (——; 14sHsPr)
West Virginia U (——; 6–12sHs)
West Virginia Wesleyan C (——; ——)

WISCONSIN

Alverno C (——; 12sHs)
Beloit C (——; 14sHs/Pr)
Cardinal Stritch C (2u; 14sPr)
Carroll C (——; 14sPr)
Edgewood C of the Sacred Heart (2u; 1FL: 16s/2FL: 14s+8sHs)
Holy Family C (——; 12s)
Lawrence C (——; 16sHsPl)
Marquette U (——; 12sHsPl)
Milwaukee-Downer C (——; 8–24sHs)
Mt. Mary C (——; 16sHs)
Northland C (——; 16sHs)
Ripon C (——; 14sHsPl/Pr)
St. Norbert C (——; Lat16sHs+ML16sHs)
U of Wisconsin, Madison (——; 1FL: 24s/2FLs: 28s/3FLs: 30s/Pr)
U of Wisconsin, Milwaukee (——; 1FL: 24sHs/2FLs: 28sHs/3FLs: 30sHs)
Viterbo C (2u; 14sHs)
Wisconsin S C, Eau Claire (——; 8–16sHsPl)
Wisconsin S C, La Crosse (——; 8–16sHsPl)
Wisconsin S C, Oshkosh (——; 24sHsPl)
Wisconsin S C, Platteville (——; 24sHs)
Wisconsin S C, River Falls (——; 18sHsPl)
Wisconsin S C, Stevens Point (——; [1ML: 24s/2MLs: 28s/3MLs: 30s] Hs)
Wisconsin S C, Superior (——; 14sHs)
Wisconsin S C, Whitewater (——; 16sHsPl)
Wisconsin S C & Inst of Tech (——; 1FL: 24s/2FLs: 28s)

WYOMING

U of Wyoming (——; 12sHsPl)

APPENDIX

I. COLLEGES GRANTING THE B.A. DEGREE WHICH HAVE BEEN ADDED TO THIS REVISION

ALABAMA

Alabama State College, Montgomery
Oakwood College, Huntsville

ARKANSAS

Arkansas College, Batesville

CALIFORNIA

San Fernando State College, Northridge
San Luis Rey College, San Luis Rey
University of San Diego, College for Men, San Diego

Upland College, Upland
Westmont College, Santa Barbara

DELAWARE

Delaware State College, Dover

DISTRICT OF COLUMBIA

Gallaudet College

GEORGIA

Berry College, Mount Berry
Georgia College of Business Administration, Atlanta

ILLINOIS

Saint Procopius College, Lisle
Shimer College, Mount Carroll
Western Illinois University, Macomb

KANSAS

Kansas Wesleyan University, Salina

KENTUCKY

Brescia College, Owensboro
Pikeville College, Pikeville

MICHIGAN

Adrian College, Adrian
Madonna College, Livonia

MINNESOTA

Bethel College, St. Paul

MISSISSIPPI

Jackson State College, Jackson
Mississippi State University, State College
William Carey College, Hattiesburg

NEBRASKA

College of St. Mary, Omaha
Dana College, Blair

NEW JERSEY

Glassboro State College, Glassboro
Jersey City State College, Jersey City 5
Monmouth College, West Long Branch
Newark State College, Union
Paterson State College, Paterson
Rider College, Trenton
Trenton State College, Trenton

NEW YORK

Finch College, New York 21
Mitchell College of Long Island University, Mitchell Air Base, Long Island
St. Francis College, Brooklyn 31
St. John Fisher College, Inc., Rochester 18
Pace College, New York 38
Stern College for Women, Yeshiva University, New York 33

NORTH CAROLINA

Appalachian State Teachers College, Boone
Belmont Abbey College, Belmont
Pfeiffer College, Misenheimer
Winston-Salem Teachers College, Winston-Salem

OHIO

Ohio Northern University, Ada
St. John College of Cleveland, Cleveland 14

OKLAHOMA

Panhandle Agricultural and Mechanical College, Goodwell
Southeastern State College, Durant
Southwestern State College, Weatherford

OREGON

Eastern Oregon College, La Grande
Mount Angel College, Mount Angel
Portland State College, Portland

SOUTH CAROLINA

Central Wesleyan College, Central

SOUTH DAKOTA

Northern State Teachers College, Aberdeen
Sioux Falls College, Sioux Falls

TENNESSEE

Belmont College, Nashville
Tennessee Wesleyan College, Athens

TEXAS

East Texas Baptist College, Marshall
Jarvis Christian College, Hawkins
Sacred Heart Dominican College, Houston
St. Edward's University, Austin

VIRGINIA
- Eastern Mennonite College, Harrisonburg
- Hampton Institute, Hampton
- St. Paul's College, Lawrenceville

WEST VIRGINIA
- Alderson-Broaddus College, Philippi
- Morris Harvey College, Charleston

WISCONSIN
- Edgewood College of the Sacred Heart, Madison 5
- Holy Family College, Manitowoc
- Wisconsin State College and Institute of Technology, Platteville

II. COLLEGES ADDING A FOREIGN LANGUAGE ENTRANCE REQUIREMENT SINCE 1957

CALIFORNIA
- Scripps College, Claremont

CONNECTICUT
- Fairfield University, Fairfield

FLORIDA
- Rollins College, Winter Park

ILLINOIS
- Mundelein College, Chicago 40

INDIANA
- Goshen College, Goshen

MARYLAND
- Washington College, Chestertown

MICHIGAN
- Hope College, Holland

MISSOURI
- Webster College, Webster Groves

NEBRASKA
- Duchesne College, Crete

NEW HAMPSHIRE
- University of New Hampshire, Durham

NEW JERSEY
- Fairleigh Dickinson University, Rutherford
- Montclair State College, Upper Montclair

NEW YORK
- Columbia College, New York 27
- Cornell University, Ithaca
- Hofstra College, Hempstead
- St. Lawrence University, Canton
- State University of New York, College of Education at Albany, Albany
- University of Rochester, Rochester 20

PENNSYLVANIA
- Lafayette College, Easton
- University of Pittsburgh, Pittsburgh 13

VERMONT
- University of Vermont, Burlington

III. COLLEGES ADDING FOREIGN LANGUAGE DEGREE REQUIREMENTS SINCE 1957

ALABAMA
- Athens College, Athens

DISTRICT OF COLUMBIA
- American University, Washington 16

FLORIDA
- Rollins College, Winter Park

IOWA
- Buena Vista College, Storm Lake
- Coe College, Cedar Rapids
- Iowa Wesleyan College, Mt. Pleasant
- Morningside College, Sioux City 6
- Simpson College, Indianola

KANSAS
- Bethel College, North Newton

MASSACHUSETTS
- American International College, Springfield 9

MISSISSIPPI
- Jackson State College, Jackson
- Mississippi State University, State College

MISSOURI

Central Missouri State College, Warrensburg
Culver-Stockton College, Billings

MONTANA

College of Great Falls, Great Falls
Rocky Mountain College, Billings

NEW MEXICO

Eastern New Mexico University, Portales

NEW YORK

Pace College, New York 38
University of Rochester, Rochester 20

OHIO

Denison University, Granville
Muskingum College, New Concord
Ohio Wesleyan University, Delaware
Wilmington College, Wilmington

OREGON

Eastern Oregon College of Education, La Grande
Portland State College, Portland 1

WISCONSIN

Northland College, Ashland

IV. COLLEGES DROPPING THEIR FOREIGN LANGUAGE ENTRANCE REQUIREMENTS SINCE 1957

FLORIDA

Florida Southern University, Lakeland

ILLINOIS

Olivet Nazarene College, Kankakee

MASSACHUSETTS

American International College, Springfield 9
Newton College of the Sacred Heart, Newton 59

MISSOURI

Rockhurst College, Kansas City 4

V. COLLEGES DROPPING THEIR FOREIGN LANGUAGE DEGREE REQUIREMENTS SINCE 1957

NEW JERSEY

College of St. Elizabeth, Convent Station

OHIO

Findlay College, Findlay

VI. COLLEGES STRENGTHENING THEIR FOREIGN LANGUAGE ENTRANCE REQUIREMENTS SINCE 1957

CONNECTICUT

St. Joseph College, West Hartford 7

INDIANA

St. Mary's College, Notre Dame

MASSACHUSETTS

Williams College, Williamstown

NEW YORK

Vassar College, Poughkeepsie

VII. COLLEGES STRENGTHENING THEIR FOREIGN LANGAUGE DEGREE REQUIREMENTS SINCE 1957

ARIZONA

Arizona State University, Tempe

GEORGIA

Valdosta State College, Valdosta

ILLINOIS

Shimer College, Mount Carroll

IOWA

Drake University, Des Moines 11

KANSAS
- Friends University, Wichita
- Mount St. Scholastica College, Atchison

MASSACHUSETTS
- University of Massachusetts, Amherst

OHIO
- Bluffton College, Bluffton
- Notre Dame College, Cleveland 21

PENNSYLVANIA
- Franklin and Marshall College, Lancaster
- Villa Maria College, Erie

TENNESSEE
- Belmont College, Nashville 5

TEXAS
- Huston-Tillotson College, Austin

VIRGINIA
- Randolph-Macon College, Ashland

VIII. COLLEGES REQUIRING MORE THAN TWO UNITS OF A LANGUAGE FOR ENTRANCE

CALIFORNIA
- St. Patrick's Seminary, Menlo Park

CONNECTICUT
- Albertus Magnus College, New Haven
- Connecticut College, New London
- Fairfield University, Fairfield
- St. Joseph College, West Hartford 7

DISTRICT OF COLUMBIA
- Dumbarton College of Holy Cross, Washington 8
- Trinity College, Washington

FLORIDA
- Rollins College, Winter Park

ILLINOIS
- Barat College of the Sacred Heart, Lake Forest
- Maryknoll Seminary, Glen Ellyn
- Rosary College, River Forest

INDIANA
- St. Mary's College, Notre Dame

KENTUCKY
- Ursuline College, Louisville 2

MAINE
- Bowdoin College, Brunswick

MARYLAND
- Mt. St. Mary's College, Emmitsburg

MASSACHUSETTS
- Brandeis University, Waltham
- College of Our Lady of the Elms, Chicopee
- Emmanuel College, Boston
- Mount Holyoke College, South Hadley
- Smith College, Northampton
- Williams College, Williamstown

MISSOURI
- Maryville College of the Sacred Heart, St. Louis 18

NEW JERSEY
- Caldwell College for Women, Caldwell
- College of St. Elizabeth, Convent Station
- Georgian Court College, Lakewood

NEW YORK
- Brooklyn College, Brooklyn 10
- Canisius College, Buffalo 8
- City College, New York 31
- College of Mount St. Vincent, New York 71
- Columbia College, New York 27
- Cornell University, Ithaca
- Manhattan College, New York 71
- Manhattanville College of the Sacred Heart, New York
- Marymount College, Tarrytown
- Mt. St. Joseph Teachers College, Buffalo
- Queens College, Queens
- St. John Fisher College, Inc., Rochester 18
- St. Joseph's College for Women, Brooklyn 5
- Skidmore College, Saratoga Springs
- Vassar College, Poughkeepsie

PENNSYLVANIA
- Chestnut Hill College, Philadelphia 18
- College Misericordia, Dallas
- Haverford College, Haverford
- Marywood College, Scranton 9
- Rosemont College, Rosemont
- St. Joseph's College, Philadelphia 31
- Swarthmore College, Swarthmore

SOUTH CAROLINA
- College of Charleston, Charleston 10

VIRGINIA
- Westhampton College, Richmond

IX. SCHOOLS HAVING FOREIGN LANGUAGE ENTRANCE REQUIREMENT BUT NO DEGREE REQUIREMENT

CALIFORNIA
- Stanford University, Stanford
- Upland College, Upland
- Whittier College, Whittier

LOUISIANA
- Dillard University, New Orleans 22

NEW JERSEY
- Fairleigh Dickinson University, Rutherford
- Montclair State College, Upper Montclair
- Princeton University, Princeton

NEW YORK
- St. Lawrence University, Canton

PENNSYLVANIA
- Albright College, Reading
- Washington & Jefferson College, Washington

WASHINGTON
- University of Washington, Seattle

Appendix E: Foreign Language Entrance and Degree Requirements for the B.S. Degree [1]

By Warren J. Wolfe

A Survey Conducted for the FL Program

It has now been 6 years since the publication, by Prof. William R. Parker, of the survey, "Foreign Language Entrance and Degree Requirements for the B.A. Degree" (*PMLA*, September 1953). The statistics gathered at that time have been frequently revised, the fifth revision having appeared in the September 1957 *Supplement* to *PMLA*. The findings published in that study have given teachers and administrators a clear picture of the national pattern of foreign language requirements for the B.A. degree.

The statistics below provide a similar picture of language requirements across the Nation for the bachelor of science degree. The term "B.S. degree" is here used in a restricted sense referring only to the 4-year liberal arts science degree, that is, the degree frequently granted to undergraduate liberal arts students who major in the principal natural sciences or in mathematics. It does *not* refer to specialized degrees such as the B.S. in Business Administration, the B.S. in Education, or the B.S. in Home Economics.

Questionnaires were sent by the Modern Language Association in April 1958 to registrars of 1,005 accredited 4-year colleges and universities. Of the 1,005 institutions listed below, 437 do not offer the B.S. degree in the restricted sense explained in the preceding paragraph.

Of the 568 offering the B.S. degree, 393 (or 69.2 percent) require foreign language study for the degree, and 131 (or 23.1 percent) require foreign languages for entrance. The comparable percentages for the B.A. degree are 83.9 and 28.3 percent. These figures do not, however, give a clear picture, since many of these institutions listed as not having a degree requirement do, in fact, have such a requirement in a number of the major fields. Some of these variations have been indicated in footnotes. It should also be kept in mind that a large number of institutions which do not grant the B.S. degree do provide majors in the sciences and in mathematics, but grant students the B.A. degree. Of the land-grant State universities, 41 out of 49 grant the B.S. degree. There is a degree requirement at 35 of these 41 State universities, and an entrance requirement at 8.

---

[1] Reprinted from *PMLA*, 74: 34–44, September 1959, Part 2, by permission of the Modern Language Association of America.

In order to facilitate comparison of this survey with the previous "B.A. study," symbols and abbreviations have been used in the same manner. Notations *before* the semicolon refer always to entrance requirements; those *after* the semicolon, to degree requirements. A long dash (——) means that there is no requirement. The slant (/) indicates an alternative requirement ("or"). *Bracketed* institutions do not offer the B.S. degree. The abbreviations and symbols used follow:

*	Foreign languages required for entrance.
FL	Foreign language.
ML	*Modern language* (rather than "Gk" or "Lat").
N	A *new* language begun in college.
Hs	FL degree requirement may be satisfied wholly or in part by *high-school* FL units. Incoming student is assigned automatically to an appropriate class unless "Hs" is followed by "Pl."
Pl	*Placement* tests are used to check foreign language preparation at entrance for assignment to an appropriate class.
Pr	*Proficiency* examinations are used alone or in conjunction with college FL courses to determine whether students have met the FL degree requirement. "Pr" indicated as an alternative to a specific degree requirement means an incoming student may satisfy the entire FL degree requirement by passing a proficiency examination.
q	(after a numeral) hours according to the *quarter* system.
s	(after a numeral) hours according to the *semester* system.
u	(after a numeral) *units* of high school work in foreign languages required for entrance.

In all cases of a foreign language required for entrance, the statement below of the *degree* requirement (i.e., the credit hours noted after the semicolon) is to be understood as a requirement *in addition to* the units required for entrance *when the student continues the same language in college.* If he starts a new language in college, the somewhat larger degree requirement will be indicated with the letter "N" preceding.

ALABAMA

Alabama A & M C (——; ——)
Alabama C (——; ——)
Alabama Poly. Inst. (——; 15q)
[Alabama State C: does not grant B.S.]
Alabama State Teachers C, Florence (——; ——)
Alabama State Teachers C, Jacksonville (——; ——)
Alabama State Teachers C, Livingston (——; ——)
Alabama State Teachers C, Troy (——; ——)
Athens C (——; ——)

Birmingham-Southern C (——; 20q Hs/Pr)
Howard C (——; 12sHs)
[Huntingdon C: does not grant B.S.]
[Judson C: does not grant B.S.]
[Miles C: does not grant B.S.]
[St. Bernard C: does not grant B.S.]
Spring Hill C (——; 12sHsPl/Pr)
Stillman C (——; 18qHs)
[Talladega C: does not grant B.S.]
[Tuskegee Inst: does not grant B.S.]
U of Arizona (——; 16sHs)

ALASKA

*U of Alaska (2u; 10sHs)

ARIZONA

Arizona State C, Flagstaff (——; ——)
Arizona State C, Tempe (——; ——)
U of Arizona (——; 16sHs)

ARKANSAS

A, M and Normal C (——; ——)
Arkansas A & M C (——; 10s)
Arkansas Poly, C (——; ——)
Arkansas State C (——; ——)
Arkansas State Teachers C (——; ——)
[College of the Ozarks: does not grant B.S.]
Harding C (——; 6sPr)
Henderson State Teachers C (——; ——)
[Hendrix C: does not grant B.S.]
Ouachita Baptist C (——; ——)
Philander Smith C (——; ——)
Southern State C (——; 12sHsPl)
U of Arkansas (——; 10sHsPr)

CALIFORNIA

[The Art Center School: does not grant B.S.]
[California C of Arts and Crafts: does not grant B.S.]
California Inst of Tech. (——; ——)
[California School of Fine Arts: does not grant B.S.]
California State Poly. C (——; ——)
[California Western U: does not grant B.S.]
[Chapman C: does not grant B.S.]
[Chico State C: does not grant B.S.]
[Chouinard Art Inst.: does not grant B.S.]
[Claremont Men's C: does not grant B.S.]
[C of the Holy Names: does not grant B.S.]
[C of Medical Evangelists: does not grant B.S.]
*C of Notre Dame (2u; 9s)
C of the Pacific (——; ——)
*Dominican C of San Rafael (2u; 12sHsPl/Pr/N16s)
Fresno State C (——; ——)
[George Pepperdine C: does not grant B.S.]
[Golden Gate C: does not grant B.S.]
Humboldt State C (——; ——)
[Immaculate Heart C: does not grant B.S.]
La Sierra C (——; 14sHs)
[La Verne C: does not grant B.S.]
Long Beach State C (——; ——)
[Los Angeles State C of Applied Arts & Sciences: does not grant B.S.]
*Loyola U of Los Angeles (2u; 12s)
[Mills C: does not grant B.S.]
*Mt. St. Mary's C (2u; 6sPr/N12sPr)
[Occidental C: does not grant B.S.]
[Pacific Union C: does not grant B.S.]
[Pasadena C: does not grant B.S.]
[Pomona C: does not grant B.S.]
[Sacramento State C: does not grant B.S.]
[St. Johns C: does not grant B.S.]
St. Mary's C of California (——; 16sHsPr)
[St. Patrick's Sem.: does not grant B.S.]
*San Diego C for Women (Lat2u; 6sHsPlPr/N12sPr)
San Diego State C (——; ——)
San Fernando Valley State C (——; ——)
[San Francisco C for Women: does not grant B.S.]
San Francisco State C (——; ——)
San Jose State C (——; ——)
[Scripps C: does not grant B.S.]
*Stanford U (2u; ——)

U of California at Berkeley (——; ——)
U of California at Davis (——; ——)
*U of California at Los Angeles (2u; 12sHsPl/Pr)
[U of California at Riverside: does not grant B.S.]
[U of California at Santa Barbara: does not grant B.S.]
U of Redlands (——; 8sHs)
*U of San Francisco (2u; 8sHs)
*U of Santa Clara (2u; 12s)
*U of Southern California (2u; 12sHsPl)
[Whittier C: does not grant B.S.]

COLORADO

[Adams State C: does not grant B.S.]
Colorado C (——; 12sHs)
[Colorado School of Mines: does not grant B.S.]
Colorado State C of Educ. (——; ——)
Colorado State U (——; 15q)
[Loretto Heights C: does not grant B.S.]
Regis C (——; 14sHs)
[U.S. Air Force Acad.: does not grant B.S.]
[U of Colorado: does not grant B.S.]
U of Denver (——; 15q)
[Western State C: does not grant B.S.]

CONNECTICUT

[Albertus Magnus C: does not grant B.S.]
*Annhurst C (2u; 12s)
[Connecticut C: does not grant B.S.]
[Danbury State Teachers C: does not grant B.S.]
*Fairfield U (2u; 6sHs/N12s)
[Hartt C of Music: does not grant B.S.]
Hillyer C (——; ——)
[New Haven State Teachers C: does not grant B.S.]
[St. Joseph: does not grant B.S.]
Teachers C of Connecticut, New Britain (——; ——)
*Trinity C (2u; 6–8s/N14s)
[U.S. Coast Guard Academy: does not grant B.S.]
*U of Bridgeport (2u; 6s/N12s)
U of Connecticut (——; ——)
[Weslayen U: does not grant B.S.]
[Willimantic State Teachers C: does not grant B.S.]
*Yale U (2u; 12sHsPl)

DELAWARE

*U of Delaware (2u; Pr)

DISTRICT OF COLUMBIA

American U (——; 12sHs)
[Catholic U of America: does not grant B.S.]
[District of Columbia Teachers C: does not grant B.S.]
[Dunbarton C of Holy Cross: does not Grant B.S.]
*George Washington U (4u; 12sHs Pl)
[Georgetown U: does not grant B.S.]
Howard U (——; 14sHs)
[Trinity C: does not grant B.S.]
Washington Missionary C: (——; 14s Hs)

FLORIDA

*Barry C (2u; 12s)
Bethune-Cookman C (——; ——)
Florida A & M U (——; ——)
[Florida Normal & Industrial Memorial C: does not grant B.S.]
Florida Southern C (——; 12s)
Florida State U (——; 12s)[2]
Rollins C (——; 30qHsPl)
Stetson U (——; ——)
U of Florida (——; 12sHs/Pr)
U of Miami (——; 12sHsPl)
U of Tampa (——; 12s)

GEORGIA

[Agnes Scott C: does not grant B.S.]
Albany State C (——; 15qHsPr)
Atlanta U (——; 12sHsPl)
[Brenau C: does not grant B.S.]
Clark C (——; 12s)
[Emory U: does not grant B.S.]
[Fort Valley State C: does not grant B.S.]

---

[2] Except in Mathematics.

[Georgia Inst. of Tech.: does not grant B.S.]
[Georgia State C for Women; does not grant B.S.]
Georgia State C of Business Administration (——; 10sHs)
Georgia Teachers C (——; ——)
[La Grange C: does not grant B.S.]
[Mercer U: does not grant B.S.]
Morehouse C (——; 12sHsPl)
Morris Brown C (——; ——)
North Georgia C (——; 20qHsPl)
Oglethorpe U (——; 12q)[3]
Paine C (——; 12sHsPl)
Savannah State C (——; 15qHsPr/Pl)
[Shorter C: does not grant B.S.]
[Spelman C: does not grant B.S.]
[Tift C: does not grant B.S.]
U of Georgia (——; 15qHsPl)
Valdosta State C (——; 15qHs)[4]
[Wesleyan C: does not grant B.S.]

HAWAII

U of Hawaii (2u; ——)

IDAHO

C of Idaho (——; ——)
Idaho State C (——; 8sHsPl)[5]
Northwest Nazarene C (——; 8s)
U of Idaho (——; 16sHs)[6]

ILLINOIS

[Augustan C: does not grant B.S.]
Aurora C (——; 27qHsPl/Pr)[7]
*Barat C of the Sacred Heart (4u [Lat 2u]; Pr)
[Blackburn C: does not grant B.S.]
Bradley U (——; ——)
Carthage C (——; 12sHsPr)
[Chicago Teachers C: does not grant B.S.]
*C of St. Francis (2u; 6s/N14s)
[Concordia Teachers C: does not grant B.S.]
DePaul U (——; 12sHs)
Eastern Illinois State C (——; ——)
Elmhurst C (——; 16sHsPl)
[George Williams C: does not grant B.S.]
Greenville C (——; 14sHs)
Illinois C (——; 6–12s)[8]
Illinois Inst. of Tech. (——; ——)
[Illinois State Normal U: does not grant B.S.]
Illinois Wesleyan U (——; 8sPr)
[Knox C: does not grant B.S.]
[Lake Forest C: does not grant B.S.]
Loyola U (——; 12sHs)
[MacMurray C: does not grant B.S.]
[Maryknoll Sem.: does not grant B.S.]
Millikin U (——; 14sHs)
[Monmouth C: does not grant B.S.]
Mundelein C (——; 6–8s)
[National C of Educ.: does not grant B.S.]
[North Central C: does not grant B.S.]
[Northern Baptist Theolog. Sem.: does not grant B.S.]
Northern Illinois State C (——; ——)
[Northwestern U: does not grant B.S.]
[Olivet Nazarene C: does not grant B.S.]
*Principia C (2u; 10qHsPl/N25q)
Quincy C (——; 12sPl)
[Rockford C: does not grant B.S.]
Roosevelt U (——; 8sHsPl)
[Rosary C: does not grant B.S.]
[St. Francis Xavier C: does not grant B.S.]
[School of the Art Inst. of Chicago: does not grant B.S.]
[Southern Illinois U: does not grant B.S.]
*U of Chicago (2u; ——)

---

[3] Beginning in September 1959, students must present at least 1 year in a FL, or take 1 year in a FL at Oglethorpe as an extra graduation requirement.

[4] Effective September 1958.

[5] In the Pre-Medical curriculum, 14s of French or German are required; Chemistry 14s of German; Mathematics, no requirement.

[6] Requirement becomes effective for entering freshmen in 1959–60.

[7] An alternative, open to some science students, allows for substitution of advanced work in English language, linguistics or semantics.

[8] Three plans out of four for B.S. degree require FL study.

U of Illinois (2u; 16sHs)
Western Illinois University (——; ——)
Wheaton C (——; 12sHsPl)

INDIANA

[Anderson C and Theolog. Sem.: does not grant B.S.]
Ball State Teachers C (——; ——)
*Butler U (2u; 6s/N10s)
[DePauw U: does not grant B.S.]
[Earlham C: does not grant B.S.]
[Evansville C: does not grant B.S.]
[Franklin C: does not grant B.S.]
[Goshen C: does not grant B.S.]
[Hanover C: does not grant B.S.]
[Indiana Central C: does not grant B.S.]
Indiana State Teachers C (——; ——)
Indiana U (——; 13sHsPl)
[Manchester C: does not grant B.S.]
Marian C (——; 6s/N12s)
Purdue U (——; 12sHsPl/Pr)
[Rose Poly. Inst.: does not grant B.S.]
St. Francis C (——; 12sHs)
St. Joseph's C (——; ——)
*St. Mary-of-the-Woods C (4u[Lat2u]; 12s/N14s)
*St. Mary's C (4u[Lat2u]; ——)
[Taylor U: does not grant B.S.]
*U of Notre Dame (2u; 12Hs/Pr)
Valparaiso U (——; 12sHs)
[Wabash C: does not grant B.S.]

IOWA

Briar Cliff C (——; 12sHs)
Buena Vista C (——; ——)
Central C (——; 14sHs/Pr)
[Clarke C: does not grant B.S.]
[Coe C: does not grant B.S.]
Cornell C (——; 16sHs/Pr)
[Drake U: does not grant B.S.]
[Grinnell C: does not grant B.S.]
Iowa State C of A & M Arts (——; 15qHsPl/Pr)
[Iowa State Teachers C: does not grant B.S.]
Iowa Wesleyan C (——; ——)
Loras C (——; 6–8s)
[Luther C: does not grant B.S.]
[Marycrest C: does not grant B.S.]
Morningside C (——; ——)
Parsons C (——; 6s)
[St. Ambrose C: does not grant B.S.]
[Simpson C: does not grant B.S.]
State U of Iowa (——; 16s/Pr) [9]
U of Dubuque (——; ——)
Upper Iowa U (——; ——)
[Wartburg C: does not grant B.S.]
[Westmar C: does not grant B.S.]

KANSAS

Baker U (——; ——)
Bethany C (——; 8sHs/Pr)
Bethel C of the Mennonite Church (——; ——)
C of Emporia (——; 8sHs)
Fort Hays Kansas State C (——; ——)
[Friends U: does not grant B.S.]
Kansas State C of Agric. & Applied Science (——; ——)
[Kansas State Teachers C, Emporia: does not grant B.S.]
Kansas State Teachers C, Pittsburg (——; ——)
McPherson C (——; ——)
[Marymount C: does not grant B.S.]
Mount St. Scholastica C (——; 10sHsPlPr)
Municipal U of Wichita (——; 13–15sHs/Pr)
Ottawa U (——; ——)
St. Benedict's C (——; 12sHs)
St. Mary C (——; ——)
[Southwestern C: does not grant B.S.]
Sterling C (——; ——)
[U of Kansas: does not grant B.S.]
Washburn U of Topeka (——; ——)

KENTUCKY

[Asbury C: does not grant B.S.]
[Bellarmine C: does not grant B.S.]
Berea C (——; Pr)
[Centre C: does not grant B.S.]
Eastern Kentucky State C (——; ——)
Georgetown C (——; 12sHs)

---

[9] B.S. offered in Chemistry only; FL requirement is 8s in German and 8s in French.

Kentucky State C (——; 12s) [10]
Kentucky Wesleyan C (——; ——)
Morehead State C (——; ——)
Murray State C (——; ——)
[Nazareth C: does not grant B.S.]
Pikeville C (——; ——)
[Transylvania C: does not grant B.S.]
[Union C: does not grant B.S.]
U of Kentucky (——; 12sHs/Pr)
U of Louisville (——; 12sHs/Pr)
[Ursuline C: does not grant B.S.]
Western Kentucky State C (——; 12sHs)

LOUISIANA

Centenary C (——; 8s)
[Dillard U: does not grant B.S.]
[Grambling C: does not grant B.S.]
Louisiana C (——; ——)
Louisiana Poly. Inst. (——; 12s)
Louisiana State U (——; 3–13sHs)
Loyola U (——; 12sHsPl)
McNeese State C (——; 12sHs/Pr)
[Newcomb C, Tulane U: does not grant B.S.]
[Northeast Louisiana State C: does not grant B.S.]
Northwestern State C (——; ——)
[Notré Dame Sem.: does not grant B.S.]
*St. Mary's Dominican C (2u; 12sPr/N18s)
Southern U (——; 12s)
Southwestern Louisiana Inst. (——; 12s)
Tulane U (——; 12sHsPl/Pr)
*Xavier U (2u; 12sPl/Pr)

MAINE

*Bates C (2u; 6sPl/N12sPr)
[Bowdoin C: does not grant B.S.]
[Colby C: does not grant B.S.]
[Gorham State Teachers C: does not grant B.S.]
U of Maine (——; ——)

MARYLAND

[C of Notre Dame of Maryland : does not grant B.S.]
[Goucher C: does not grant B.S.]
Hood C (——; ——)
[Johns Hopkins : does not grant B.S.]
*Loyola C (2u; 6s/N12s)
Maryland State C (——; 12s)
Morgan State C (——; 6s/Pr)
*Mount St. Agnes C (2u; 6s/N12s/Pr)
*Mount St. Mary's C (2u; 12s)
[Peabody Conservatory of Music : does not grant B.S.]
[St. John's C: does not grant B.S.]
[St. Mary's Seminary and U : does not grant B.S.]
[State Teachers C, Bowie: does not grant B.S.]
[State Teachers C, Frostburg: does not grant B.S.]
[State Teachers C, Salisbury: does not grant B.S.]
[State Teachers C, at Towson, Baltimore: does not grant B.S.]
[U.S. Naval Acad.: does not grant B.S.]
U of Maryland (——; 12sPl/Pr)
Washington C (2u/3u; 16sHsPl/ML6s/Pr)
Washington Missionary C (formerly St. Joseph C) (——; 6–14s/Pr)
[Western Maryland C: does not grant B.S.]
[Woodstock C : does not grant B.S.]

MASSACHUSETTS

[American International C: does not grant B.S.]
[Amherst C: does not grant B.S.]
[Anna Maria C for Women: does not grant B.S.]
[Assumption C: does not grant B.S.]
[Atlantic Union C: does not grant B.S.]
[Babson Inst.: does not grant B.S.]
Boston C (——; 6s)
[Boston U: does not grant B.S.]
[Brandeis U: does not grant B.S.]
[Clark U: does not grant B.S.]
*C of Our Lady of the Elms (5u; 12s)
C of the Holy Cross (——; 12s)
*Eastern Nazarene C (2u; 6s/N14s)
[Emerson C: does not grant B.S.]
[Emmanuel C: does not grant B.S.]
[Harvard C: does not grant B.S.]

---

[10] Only 6s required for mathematics majors.

[Hebrew Teachers C: does not grant B.S.]
[Lesley C: does not grant B.S.]
[Lowell Tech. Inst.: does not grant B.S.]
[Massachusetts Inst. of Tech.: does not grant B.S.]
*Merrimack C (2u; 12sHsPl)
[Mount Holyoke C: does not grant B.S.]
[New England Conservatory of Music: does not grant B.S.]
[Newton C of the Sacred Heart: does not grant B.S.]
*Northeastern U (2u; 12s)
[Radcliffe C: does not grant B.S.]
[Regis C: does not grant B.S.]
Simmons C (——; ——)
[Smith C: does not grant B.S.]
Springfield C (——; ——)
[State Teachers C, Bridgewater: does not grant B.S.]
[State Teachers C, Fitchburg: does not grant B.S.]
[State Teachers C, Framingham: does not grant B.S.]
[State Teachers C, Lowell: does not grant B.S.]
[State Teachers C, North Adams: does not grant B.S.]
[State Teachers C, Salem: does not grant B.S.]
[State Teachers C, Worcester: does not grant B.S.]
[State Teachers C at Boston: does not grant B.S.]
Suffolk U (——; ——)
Tufts U (——; 12sHsPl/Pr)
*U of Massachusetts (2u; 6sPl)
[Wellesley C: does not grant B.S.]
[Wheaton C: does not grant B.S.]
[Wheelock C: does not grant B.S.]
*Williams C (2u; 6s/Pr)
Worcester Poly. Inst. (——; ——)

MICHIGAN

[Albion C: does not grant B.S.]
Alma C (——; 14sHs/Pr)
Aquinas C (——; 15s/N23s)
Calvin C (——; 1 ancient FL+1 MFL: 1FL14sHs+1FL8sHs)
[Calvin Seminary: does not grant B.S.]
Central Michigan C (——; ——)
Eastern Michigan C (——; ——)
[Emmanuel Missionary C: does not grant B.S.]
Hillsdale C (——; ——)
[Hope C: does not grant B.S.]
[Kalamazoo C: does not grant B.S.]
Marygrove C (——; 12s)
Mercy C (——; ——)
Michigan C of Mining and Tech. (——; 18qHsPl/Pr)
Michigan State U (——; ——)
*Nazareth C (2u; 6s/N14s)
[Northern Mich. C: does not grant B.S.]
Siena Heights C (——; 15s)
U of Detroit (——; 8–16sHsPl)
U of Michigan (——; 16s/Pr)
Wayne State U (——; 12sHsPl/Pr)
Western Michigan U (——; ——)

MINNESOTA

[Augsburg C and Theolog. Sem.: does not grant B.S.]
[Bemidji State Teachers C (——; ——)
[Carleton C: does not grant B.S.]
[C of St. Benedict: does not grant B.S.]
[C of St. Catherine: does not grant B.S.]
[C of St. Scholastica: does not grant B.S.]
C of St. Teresa (——; 14sHs)
C of St. Thomas (——; 14sHsPl/Pr)
[Concordia C; does not grant B.S.]
Gustavus Adolphus C (——; ——)
Hamline U (——; 12sHs/Pr)
Macalester C (——; ——)
[Mankato State Teachers C: does not grant B.S.]
[Moorhead State Teachers C: does not grant B.S.]
[St. Cloud State C: does not grant B.S.]
St. John's U (——; ——)
St. Mary's C (——; 12sHsPl/Pr)
[St. Olaf C: does not grant B.S.]

[St. Paul Seminary: does not grant B.S.]
U of Minnesota (——; 15qHs/Pr)
U of Minnesota, Duluth Branch (——; 9qHs/Pr)
[Winona State C: does not grant B.S.]

MISSISSIPPI

[Alcorn A & M C: does not grant B.S.]
[Belhaven C: does not grant B.S.]
[Blue Mountain C: does not grant B.S.]
Delta State C (——; ——)
[Jackson C: does not grant B.S.]
Millsaps C (——; 12sHs)
Mississippi C (——; 12sHs/Pr)
Mississippi Southern C (——; ——)
Mississippi State C (——; 12sHs)
Mississippi State C for Women (——; ——)
[Rust C: does not grant B.S.]
Tougaloo Southern Christian C (——; 12s)
[U of Mississippi: does not grant B.S.]

MISSOURI

[Central C: does not grant B.S.]
Central Missouri State C (——; ——)
[C of St. Teresa: does not grant B.S.]
[Culver-Stockton C: does not grant B.S.]
Drury C (——; ——)
[Fontbonne C: does not grant B.S.]
[Harris Teachers C: does not grant B.S.]
Lincoln U (——; 12sHs)
[Lindenwood C: does not grant B.S.]
*Maryville C of the Sacred Heart (2u; 12s)
Missouri Valley C (——; ——)
Northeast Missouri State Teachers C (——; ——)
Northwest Missouri State C (——; ——)
Park C (——; 14sHsPl/Pr)
Rockhurst C (——; 14sHsPl)
*St. Louis U (2u; 14sHsPl)
Southeast Missouri State C (——; ——)
Southwest Missouri State C (——; 5sHs/Pr)
Tarkio C (——; 8sHs)
U of Kansas City (——; 8s) [11]
U of Missouri (——; 10sHs/Pr)
[Washington U: does not grant B.S.]
Webster C (——; 12s)
[Westminister C: does not grant B.S.]
[William Jewell C: does not grant B.S.]

MONTANA

*Carroll C (2u; 12–18s)
C of Great Falls (——; ——)
[Eastern Montana C of Educ.: does not grant B.S.]
[Montana School of Mines: does not grant B.S.]
Montana State C (——; 23–25qHs Pl)
Montana State U (——; 12–21q) [12]
[Rocky Mountain C: does not grant B.S.]
[Western Montana C of Educ.: does not grant B.S.]

NEBRASKA

[Concordia Teachers C: does not grant B.S.]
Creighton U (——; 16sHs)
Dana C (——; ——)
[Doane C: does not grant B.S.]
*Duchesne C (2n;6s/N12s)[13]
[Hastings C: does not grant B.S.]
Midland C (2u; 6–11s/N16s)
[Municipal University of Omaha: does not grant B.S.]
[Nebraska State Teachers C, Chadron: does not grant B.S.]
[Nebraska State Teachers C, Peru: does not grant B.S.]
[Nebraska State Teachers C, Wayne: does not grant B.S.]

---

[11] Alternate requirements: 6s of World Literature.

[12] Number of hours varies according to major field: Pre-Medical and Chemistry require 21q German; Mathematics 12q.

[13] Entrance units must be in Latin; 4 college credits must be in Latin.

Nebraska Wesleyan U (——; ——)
[Union C: does not grant B.S.]
*U of Nebraska (2u; 6s/N16s)

NEVADA

U of Nevada (——; 16sHs/Pr)

NEW HAMPSHIRE

[Dartmouth C: does not grant B.S.]
[Keene Teachers C: does not grant B.S.]
[Mount St. Mary C: does not grant B.S.]
[Plymouth Teachers C: does not grant B.S.]
[Rivier C: does not grant B.S.]
[St. Anselm's C: does not grant B.S.]
[U of New Hampshire: does not grant B.S.]

NEW JERSEY

[Caldwell C for Women: does not grant B.S.]
*C of St. Elizabeth (3u/2u+2u; 6sPl/N12s)
[Douglass C: does not grant B.S.]
[Drew U: does not grant B.S.]
Fairleigh Dickinson C (——; ——)
[Georgian Court C: does not grant B.S.]
Monmouth C (——; 12sHs)
[Newark C of Engineering: does not grant B.S.]
[Princeton U: does not grant B.S.]
[Rider C: does not grant B.S.]
[Rutgers U: does not grant B.S.]
*St. Peter's C (2u; 6s)
Seton Hall U (——; 12s)
[State Teachers C, Glassboro: does not grant B.S.]
[State Teachers C, Jersey City: does not grant B.S.]
[State Teachers C, Newark: does not grant B.S.]
[State Teachers C, North Haledon: does not grant B.S.]
[State Teachers C, Trenton: does not grant B.S.]
[State Teachers C, Upper Monclair: does not grant B.S.]
[Stevens Inst. of Tech.: does not grant B.S.]
*Upsala C (2u; 6sHs/N14s/Pr)

NEW MEXICO

Eastern New Mexico U (——; 8s)
New Mexico C of A & M A (——; 12sHsPl/Pr)
New Mexico Highlands U (——; ——)
[New Mexico Inst. of Mining & Tech.: does not grant B.S.]
[New Mexico Western C: does not grant B.S.]
U of New Mexico (——; 12sHsPl/Pr)

NEW YORK

[Adelphi C: does not grant B.S.]
[Alfred U: does not grant B.S.]
[Bard C: does not grant B.S.]
[Barnard C: does not grant B.S.]
*Brooklyn C (3u; 3–6sHsPl/N12s/Pr)
*Canisius C (2u; 6s/N12s)
*City C (3u; 12s/N16s/Pr)
Clarkson C of Tech. (——; 4–8s)
[Colgate U: does not grant B.S.]
*C of Mount St. Vincent (3u/2u+2u; 12sHsPl)
[C of New Rochelle: does not grant B.S.]
[C of St. Rose: does not grant B.S.]
[Columbia C: does not grant B.S.]
[Cooper Union: does not grant B.S.]
[Cornell U: does not grant B.S.]
D'Youville C (——; 12sHs)
[Elmira C: does not grant B.S.]
*Fordham U (2u; 6sPl)
*Good Counsel C (2u; 12s)
[Hamilton C: does not grant B.S.]
[Harpur C: does not grant B.S.]
[Hartwick C: does not grant B.S.]
Hobart C (——; 12s/Pr)
Hofstra C (——; 12sHs/Pr)
Houghton C (——; 12s)
[Hunter C: does not grant B.S.]
*Iona C (2u; 12s)
[Ithaca C: does not grant B.S.]
[Jewish Theolog. Sem. of America: does not grant B.S.]
[Juilliard School of Music: does not grant B.S.]
[Keuka C: does not grant B.S.]

*Le Moyne C (2u; 6s/N12s)
Long Island U (——; 12sHsPl/Pr)
*Manhattan C (2u; 12sPl)
[Manhattan School of Music: does not grant B.S.]
[Manhattanville C of the Sacred Heart: does not grant B.S.]
[Maryknoll Teachers C: does not grant B.S.]
*Marymount C (2u+2u; 8–12sPl)
[Mount St. Joseph Teachers C: does not grant B.S.]
Nazareth C of Rochester (——; 12sHs)
[The New School for Social Research: does not grant B.S.]
*Niagara U (2u; 12s)
[Notre Dame C of Staten Island: does not grant B.S.]
[Pace C: does not grant B.S.]
Poly. Inst. of Brooklyn (——; 10sHsPl)
Pratt Inst. (——; ——)
*Queens C (3u; 12sHsPl/N24s/Pr)
Rensselaer Poly. Inst. (——; 6s)
Rochester Institute of Tech. (——; ——)
*Rosary Hill C (2u; 6s)[14]
[Russell Sage C: does not grant B.S.]
*St. Bernardine of Siena C (2u; 6sHsPl/N12s)
*St. Bonaventure U (2u; 6s/N12s)
*St. John's U (2u; 6sPl/N12s)
[St. Joseph's C for Women: does not grant B.S.]
St. Lawrence U (——; ——)
[Sarah Lawrence C: does not grant B.S.]
[Skidmore C: does not grant B.S.]
[State Teachers C, Brookport: does not grant B.S.]
[State Teachers C, Brockport: does grant B.S.]
[State Teachers C, Cortland: does not grant B.S.]
[State Teachers C, Fredonia: does not grant B.S.]
[State Teachers C, Geneseo: does not grant B.S.]
[State Teachers C, New Paltz: does not grant B.S.]
[State Teachers C, Oneonta: does not grant B.S.]
[State Teachers C, Oswego: does not grant B.S.]
[State Teachers C, Plattsburg: does not grant B.S.]
[State Teachers C, Potsdam: does not grant B.S.]
State U C for Teachers, Albany (——; ——)
SU of New York C on Long Island (3u; 12sHsPl/Pr)
Syracuse U (——; 12sHsPl/Pr)
Union C (——; 12sHs/Pr)[15]
[U.S. Merchant Marine Acad.: does not grant B.S.]
[U.S. Military Acad.: does not grant B.S.]
[University C, New York U; does not grant B.S.]
U of Buffalo (——; 6sHsPl/Pr)
U of Rochester (——; ——)
[Vassar C: does not grant B.S.]
*Wagner Lutheran C (2u; 6sHsPl/N12s/Pr)
[Washington Square C, New York U: does not grant B.S.]
[Webb Inst. of Naval Arch.: does not grant B.S.]
[Wells C: does not grant B.S.]
William Smith C (——; 12sHsPl/Pr)
*Yeshiva U (2u; 6–12sHsPl/Pr)

NORTH CAROLINA

Agric. & Tech. C (——; 15qHs)
[Appalachian State Teachers C: does not grant B.S.]
Atlantic Christian C (——; ——)
Barber-Scotia C (——; ——)
Bennett C (——; ——)
[Catawba C: does not grant B.S.]
*Davidson C (2u; 12sPl)
Duke U (——; 12sML+12sMLHsPl/Pr)
East Carolina C (——; ——)

---

[14] Placement tests will be required of all students in 1959.

[15] Chemistry majors must have 15s in German; Mathematics and Physics majors must have 12s of both French and German.

[Elizabeth City State Teachers C: does not grant B.S.]
*Elon C (2u; 20q)
[Fayetteville State Teachers C: does not grant B.S.]
*Flora Macdonald C (2u; 12s/N16s)
*Greensboro C (2u; ——)
Guilford C (——; 12sHsPl/Pr)
High Point C (——; 12sHs)
Johnson C. Smith U (——; 12HsPl)
*Lenoir-Rhyne C (2u; 12s)
Livingston C (——; 14sHsPl)
[Meredith C: does not grant B.S.]
*North Carolina C at Durham (2u; 9sHsPl)
[North Carolina State C of Agric. & Engin.: does not grant B.S.]
Pembroke State C (——; ——)
[Queens C: does not grant B.S.]
St. Augustine's C (——; 12sHs)
*Salem C (2u; 6sPl/N12s)
Shaw U (——; 12s)
*U of North Carolina (2u; 9sHsPl/N12s/Pr)
*Wake Forest C (2u; 6sPl/N12s)
Western Carolina C (——; 20qHs)
[Winston-Salem Teachers C: does not grant B.S.]
[Woman's C of U of North Carolina: does not grant B.S.]

NORTH DAKOTA

Jamestown C (——; ——)
North Dakota Agric. C (——; 24qHs)
[State Normal & Industrial C: does not grant B.S.]
[State Teachers C, Dickinson: does not grant B.S.]
[State Teachers C, Mayville: does not grant B.S.]
[State Teachers C, Minot: does not grant B.S.]
[State Teachers C, Valley City: does not grant B.S.]
U of North Dakota (——; 18sHs/Pr)

OHIO

Antioch C (——; Pr)[16]
Ashland C (——; ——)
*Baldwin-Wallace C (2u; 15q/N20q)
Bluffton C (——; 8sHs)
Bowling Green State U (——; 8sHs/Pr)
*Capital U (2u; 8s/Pr)
[Case Inst. of Tech.: does not grant B.S.]
Central State C (——; ——)
C of Mount St. Joseph-on-the-Ohio (——; 12s)
C of St. Mary of the Springs (——; 12s)
[C of Wooster: does not grant B.S.]
Denison U (——; ——)
Fenn C (——; 20qHs/Pr)
Heidelberg C (——; 14sHs)
Hiram C (——; 12s)
John Carroll U (——; 12s)
Kent State U (——; ——)
[Kenyon C: does not grant B.S.]
[Lake Erie C: does not grant B.S.]
Marietta C (——; ——)
*Mary Manse C (2u; 12s)
Miami U (——; 14sPr)
*Mount Union C (2u; 6s/N14s)
Muskingum C (——; ——)
*Notre Dame C (2u; 6sHsPl/N12s)
[Oberlin C: does not grant B.S.]
Ohio State U (——; 20qHsPl/Pr)
Ohio U (——; 16sHs)
[Ohio Wesleyan U: does not grant B.S.]
*Otterbein C (2u; 6sPl/N14s/Pr)
[Our Lady of Cincinnati: does not grant B.S.]
[St. John C: does not grant B.S.]
U of Akron (——; 14sHsPl)
*U of Cincinnati (2u; 6s/N10–12s)
U of Dayton (——; 12sHs)
U of Toledo (——; 14sHs)
*Ursuline C for Women (2u; 12sPl)
[Western C for Women: does not grant B.S.]
[Western Reserve U: does not grant B.S.]
Wilmington C (——; 14sHs/Pr)
*Wittenberg C (2u; 6s/N12s)
Xavier U (——; 12sHsPl/Pr)
*Youngstown U (2u; 6s/N12s/Pr)

OKLAHOMA

Bethany Nazarene C (——; ——)
Central State C (——; ——)

---

[16] Requires a "reading knowledge of scientific German."

East Central State C (——; ——)
Langston U (——; 12sHs)
Northeastern State C (——; ——)
Northwestern State C (——; ——)
Oklahoma A & M C (——; ——)
Oklahoma Baptist U (——; 16sHs)
[Oklahoma City U: does not grant B.S.]
Oklahoma C for Women (——; 12sHs/Pr)
Phillips U (——; 16sHs/Pr)
Southeastern State C (——;——)
Southwestern State C (——; ——)
*U of Oklahoma (2u; 10sHs)
U of Tulsa (——; 8sHsPl)

OREGON

[Cascade C: does not grant B.S.]
[Eastern Oregon C of Educ.: does not grant B.S.]
Lewis and Clark C (——; ——)
[Linfield C: does not grant B.S.]
Marylhurst C (——; 6–8s)
[Mount Angel Sem.: does not grant B.S.]
[Mt. Angel Women's C: does not grant B.S.]
[Oregon C of Educ.: does not grant B.S.]
Oregon State C (——; ——)
Pacific U (——; ——)
[Portland State C: does not grant B.S.]
[Reed C: does not grant B.S.]
[Southern Oregon C of Educ.: does not grant B.S.]
U of Oregon (——; ——)
U of Portland (——; 6s)[17]
Willamette U (——; 12sHsPl/Pr)

PENNSYLVANIA

[Acad. of the New Church: does not grant B.S.]
*Albright C (2u; 12s)
Allegheny C (——; ——)
Alliance C (——; 12sHsPl)
*Beaver C (2u; 6sPl/N10s/Pr)
[Bryn Mawr C: does not grant B.S.]
Bucknell U (——; 10sHsPl)
Carnegie Institute of Tech. (——; ——)
[Cedar Crest C: does not grant B.S.]
Chatham C (——; 12sHs/Pr)
*Chestnut Hill C (Lat 2u+ML2u; 12s)
*C Misericordia (2u; 12s)
*Dickinson C (2u; 8sHsPl/N16s)
Drexel Inst. of Tech. (——; 9q)
[Dropsie C: does not grant B.S.]
Duquesne U (——; 12s)
[Eastern Baptist C: does not grant B.S.]
[Eastern Baptist Theolog. Sem.: does not grant B.S.]
Elizabethtown C (——; 12s)
*Franklin and Marshall C (2u; 12s/Pr)
Gannon C (——; 12sHsPl)
*Geneva C (2u; 6sHs/N12s)
[Gettysburg C: does not grant B.S.]
Grove City (——; 12sHsPl/Pr)
*Haverford C (3u; 12sHsPl)
[Immaculata C: does not grant B.S.]
*Juniata C (2u; 12sPl/Pr)
*King's C (2u; 12sPl)
[Lafayette C: does not grant B.S.]
[La Salle C: does not grant B.S.]
*Lebanon Valley C (2u; 6sHsPl/N12s)
[Lehigh U: does not grant B.S.]
Lincoln U (——; 12sHsPl/Pr)
[Lycoming C: does not grant B.S.]
*Marywood C (Lat 2u+ML2u; Lat 6s+ML6s/N12s)
[Mercyhurst C: does not grant B.S.]
Moravian C (——; 12sPl)
[Mount Mercy C: does not grant B.S.]
*Muhlenberg C (2u; 6sHsPl/N12s)
*Pennsylvania Military C (2u; 12sHs/Pr)
[Pennsylvania State C of Optometry: does not grant B.S.]
[Pennsylvania State U: does not grant B.S.]
[Pennsylvania Textile Inst: does not grant B.S.]
[Rosemont C: does not grant B.S.]
*St. Francis C (2u; 6s/N12s)
*St. Joseph's C (2u; 6s/N12s)
*St. Vincent C (2u; 6s/N12s)
[Seton Hill C: does not grant B.S.]
[State Teachers C, Bloomsburg: does not grant B.S.]

---

[17] No degree requirement for majors in Mathematics.

[State Teachers C, California: does not grant B.S.]
[State Teachers C, Cheyney: does not grant B.S.]
[State Teachers C, Clarion: does not grant B.S.]
[State Teachers C, East Stroudsburg: does not grant B.S.]
[State Teachers C, Edinboro: does not grant B.S.]
[State Teachers C, Indiana: does not grant B.S.]
[State Teachers C, Kutztown: does not grant B.S.]
[State Teachers C, Lock Haven: does not grant B.S.]
[State Teachers C, Mansfield: does not grant B.S.]
[State Teachers C, Millersville: does not grant B.S.]
[State Teachers C, Shippensburg: does not grant B.S.]
[State Teachers C, Slippery Rock: does not grant B.S.]
[State Teachers C, West Chester: does not grant B.S.]
[Susquehanna U: does not grant B.S.]
[Swarthmore C: does not grant B.S.]
[Temple U: does not grant B.S.]
[Thiel C: does not grant B.S.]
*U of Pennsylvania (2u; 12sHs)
U of Pittsburgh (——; 14sHsPl/Pr)
U of Scranton (——; 12sHsPl)
*Ursinus C (2u; 6sHs/N12s)
*Villa Maria C (2u; 12s/Pr)
*Villanova U (2u; 6s)
[Washington and Jefferson C: does not grant B.S.]
*Waynesburg C (2u; 12sHs)
*Westminster C (2u; 12s)
[Westminster Theolog. Sem.: does not grant B.S.]
*Wilkes C (3u; ——)
[Wilson C: does not grant B.S.]

RHODE ISLAND

*Brown U (2u; Pr)
*Pembroke C (2u; Pr)
*Providence C (2u; 12s)
[Rhode Island C of Educ.: does not grant B.S.]
[Rhode Island School of Design: does not grant B.S.]
*U of Rhode Island (2u; 6s/N12s)

SOUTH CAROLINA

Allen U (——; 18qHs)
Benedict C (——; 12sHs)
The Citadel (——; 12sHs/Pr)
Claflin C (——; 12sHs)
Clemson Agri. C (——; 6sHs)
[Coker C: does not grant B.S.]
*C of Charleston (2u; 12s)
[Columbia C: does not grant B.S.]
[Converse C: does not grant B.S.]
[Erskine C: does not grant B.S.]
Furman U (——; 12s)
Lander C (——; 12s)
Limestone C (——; 12sHsPl/Pr)
Newberry C (——; 12sHs)
Presbyterian C (——; 12sHs/Pr)
South Carolina State C (——; 12s)
U of South Carolina (——; 12sHsPl/Pr)
Winthrop C (——; 18sHsPl)
Wofford C (——; 12sHsPl/Pr)

SOUTH DAKOTA

[Augustana C: does not grant B.S.]
Black Hills Teachers C (——; ——)
[Dakota Wesleyan U: does not grant B.S.]
[General Beadle State Teachers C: does not grant B.S.]
Huron C (——; 12sHs/Pr)
Northern State Teachers C (——; 18qHs)
South Dakota School of Mines & Tech. (——; 9q)
South Dakota State C of A & M Arts (——; 21qHs/Pr)
[Southern State Teachers C: does not grant B.S.]
[State U of South Dakota: does not grant B.S.]
[Yankton C; does not grant B.S.]

TENNESSEE

Austin Peay State C (——; 27qHs)
Bethel C (——; ——)
Carson-Newman C (——; 12s)
[David Lipscomb C: does not grant B.S.]
East Tennessee State C (——; ——)

Fisk U (——; 14sHsPl)
George Peabody C for Teachers (——; 18q)
[King C: does not grant B.S.]
Knoxville C (——; 12sHsPl)
Lambuth C (——; 12sHsPl)
Lane C (——; 18q)
LeMoyne C (——; ——)
Lincoln Memorial U (——; 18qHs)
Maryville C (——; 12sHs)
Memphis State U (——; 6s)
Middle Tennessee State C (——; ——)
[Scarritt C for Christian Workers: does not grant B.S.]
*Siena C (2u; 12s)
[Southern Missionary C: does not grant B.S.]
*Southwestern at Memphis (2u; 16sHs Pr)
Tennessee A & I State U (——; 18q-HsPl)
Tennessee Poly. Inst. (——; 18qHs-Pl/Pr)
[Tusculum C: does not grant B.S.]
Union U (——; ——)
[U of Chattanooga: does not grant B.S.]
[U. of the South: does not grant B.S.]
*U of Tennessee (2u; 9qHs/N18q/Pr)
[Vanderbilt U: does not grant B.S.]

TEXAS

Abilene Christian C (——; 14sHs)
A & M C of Texas (——; 12s/Pr)
[Austin C: does not grant B.S.]
Baylor U (——; 20qHs)
[Bishop C: does not grant B.S.]
East Texas State Teachers C (——; ——)
Hardin-Simmons U (——; ——)
[Howard Payne C: does not grant B.S.]
Huston Tillotson C (——; ——)
[Incarnate Word C: does not grant B.S.]
Jarvis Christian C (——; 6sHsPl)
Lamar State C of Tech. (——; ——)
[Mary Hardin Baylor C: does not grant B.S.]
[McMurry C: does not grant B.S.]
[Midwestern U: does not grant B.S.]
North Texas State C (——; 12sHs/Pr)
[Our Lady of the Lake C: does not grant B.S.]
[Pan American C: does not grant B.S.]
Prairie View A & M C (——; 12sHs Pl/Pr)
[Rice Institute: does not grant B.S.]
St. Mary's U (——; 12sHs/Pr)
Sam Houston State Teachers C (——; ——)
*Southern Methodist U (2u; 12s)
Southwest Texas State Teachers C (——; 8sHs)
Southwestern U (——; 14sHs/Pr)
Stephen F. Austin State C (——; ——)
Sul Ross State C (——; ——)
[Texas Christian C: does not grant B.S.]
Texas C (——; 12sHs)
Texas C of A & I (——; ——)
[Texas Lutheran C: does not grant B.S.]
Texas Southern U (——; 12s)
Texas Tech. C (——; 12s)
Texas Wesleyan C (——; ——)
Texas Western C (——; ——)
Texas Woman's U (——; ——)
[Trinity U: does not grant B.S.]
U of Houston (——; ——)
[U of St. Thomas: does not grant B.S.]
U of Texas (——; 14sHsPl/Pr)
Wayland C (——; ——)
West Texas State C (——; ——)
Wiley C (——; 9s)

UTAH

Brigham Young (——; ——)
[C of St. Mary-of-the-Wasatch: does not grant B.S.]
[C of Southern Utah: does not grant B.S.]
U of Utah (——; ——)
Utah State U (——; ——)
Westminster C (——; ——)

VERMONT

[Bennington C: does not grant B.S.]
[Middlebury C: does not grant B.S.]
[Norwich U: does not grant B.S.]

[St. Michael's C: does not grant B.S.]
*Trinity C (2u; 12sHs/N18s)
[U of Vermont: does not grant B.S.]

VIRGINIA

[Bridgewater C: does not grant B.S.]
*C of William and Mary (2u; 12s)
Emory and Henry C (——; 16sHs)
[General Assembly's Training School for Lay Workers Inc.: does not grant B.S.]
*Hampden-Sydney C (2u; 12sHs/N1FL18s/N1FL12s+1FL12s)
[Hampton Institute: does not grant B.S.]
[Hollins C: does not grant B.S.]
Longwood C (——; 12s)
Lynchburg C (——; 12sHs)
Madison C (——; ——)
[Mary Baldwin C: does not grant B.S.]
Mary Washington C of U of Virginia (——; 12sHsPl)
Radford C (——; 12s/Pr)
Randolph-Macon C (——; 12sPl)
[Randolph-Macon Woman's C: does not grant B.S.]
*Richmond C, U of Richmond (2u; 12sPl/18s)
[Richmond Prof. Inst. of the C of William & Mary: does not grant B.S.]
Roanoke C (——; 12sHsPl)
St. Paul's Poly. Inst. (——; 12sHsPl)
[Sweet Briar C: does not grant B.S.]
U of Virginia (——; 12sHsPl/Pr)
Virginia Military Inst. (——; 12s)
Virginia Poly. Inst. (——; 18qHs)
*Virginia State C (2u; 6s/N12s)
[Virginia Union U: does not grant B.S.]
Washington and Lee U (——; 6s)
*Westhampton C, U of Richmond (4u/2u+2u; 12sPl/N18s)

WASHINGTON

[Central Washington C of Educ.: does not grant B.S.]
C of Puget Sound (——; 14sHs)
[Eastern Washington C of Educ.: does not grant B.S.]
Gonzaga U (——; 12sHsPl/Pr)
Holy Names C (——; ——)
[Pacific Lutheran C: does not grant B.S.]
[St. Edward's Sem.: does not grant B.S.]
St. Martin's C (——; 12sHs/Pr)
Seattle Pacific C (——; ——)
Seattle U (——; 15qHsPl)
*State C of Washington (2u; ——)
*U of Washington (2u; ——)
*Walla Walla C (2u; 9q/N24q)
[Western Washington C of Educ.: does not grant B.S.]
[Whitman C: does not grant B.S.]
Whitworth C (——; ——)

WEST VIRGINIA

Bethany C (——; 12s/Pr)
[Bluefield State C: does not grant B.S.]
*Concord C (2u; 12sHs)
Davis and Elkins C (——; 12sHsPl)
Fairmont State C (——; 12sHsPl)
[Glenville State C: does not grant B.S.]
Marshall C (——; 12s)
Shepherd C (——; 12sHs)[18]
West Virginia Inst. of Tech. (——; 12s)
West Liberty State C (——; 16sHs)
West Virginia State C (——; 14sHs)
West Virginia U (——; 12sHs)
West Virginia Wesleyan C (——; ——)

WISCONSIN

[Alverno C: does not grant B.S.]
Beloit C (——; 14sHsPl)
[Cardinal Stritch C: does not grant B.S.]
Carroll C (——; ——)
Lawrence C (——; 16sHsPl/Pr)
Marquette U (——; 14sHsPl)
Mount Mary C (——; 16sHs)
[Northland C: does not grant B.S.]
[Ripon C: does not grant B.S.]
St. Norbert C (——; ——)
[Stout State C: does not grant B.S.]
U of Wisconsin (——; 8sHsPl/Pr)
U of Wisconsin-Milwaukee (——; 8sHs/Pr)

---

[18] Degree requirement became effective September 1958.

[Viterbo C: does not grant B.S.]

Wisconsin State C, Eau Claire (——; ——)

[Wisconsin State C, La Crosse: does not grant B.S.]

Wisconsin State C, Oshkosh (——; ——)

Wisconsin State C, Platteville (——; ——)

[Wisconsin State C, River Falls: does not grant B.S.]

Wisconsin State C, Stevens Point (——; ——)

Wisconsin State C, Superior (——; ——)

[Wisconsin State C, Whitewater: does not grant B.S.]

WYOMING

U of Wyoming (——; 12sHs/Pr)

EXTRATERRITORIAL

***Catholic U of Puerto Rico (4u; 12s)**

[C of the Sacred Heart, Puerto Rico: does not grant B.S.]

[Inter American U, Puerto Rico: does not grant B.S.]

***U of Puerto Rico (3u; 12s)**

Selected References

Foreign Language

Andersson, Theodore. "An FL Blueprint in Focus." *Modern Language Journal*, 46 : 116–117, March 1962.

Birkmaier, Emma Marie. "Modern Languages : Vehicles for the Humanities." *Educational Leadership*, 20 : 238–42+, January 1963.

Brooks, Nelson. *Language and Language Learning : Theory and Practice.* New York : Harcourt, Brace and World, Inc., 1960. 238 p.

California State Department of Education, Bureau of Elementary Education. *Looking Ahead in Foreign Languages.* A Report of the Production Seminar and Conference on the Improvement of Foreign Language Education in the Elementary School, January 11–16, 1960. Sacramento : the State Department, 1961. 69 p. Available from the Bureau of Textbooks and Publications, State Department of Education, 721 Capitol Avenue, Sacramento 14, Calif.

Carroll, John B. "Research on Teaching Foreign Languages." In *Handbook of Research on Teaching.* N. L. Gage, *ed.* Chicago : Rand, McNally and Co., 1963. p. 1060–1100. Reprint available as Publications of the Language Laboratory, Vol. 3B, from the Director, Language Laboratory, 1401 Mason Hall, University of Michigan, Ann Arbor.

Edgerton, William B. "A Modest Proposal : The Teaching of Russian in America." *Slavic and East European Journal*, 6 : 354–72, Winter 1962.

Graves, Mortimer. "Languages in Changing Education." *Linguistic Reporter*, 1 : 1, 4–6, August 1959.

Hall, Edward T. *The Silent Language.* Garden City, N.Y. : Doubleday and Co., Inc., 1959. 240 p.

Huebener, Theodore. *Why Johnny Should Learn Foreign Languages.* Philadelphia, Pa. : Chilton Co., Book Division, 1961. 142 p.

Johnston, Marjorie C. "Designing Foreign Language Education for World Understanding—A Shared Responsibility." *PMLA*, 78 : 11–14, May 1963.

Kouwenhoven, John A. "The Trouble with Translation." *Harper's Magazine*, 225 : 38–44, August 1962.

Mildenberger, Kenneth W. "Recent Developments in Foreign Language Teaching in American Schools and Colleges." *International Review of Education*, 7 : 402–09, No. 4, 1962.

Modern Foreign Languages and the Academically Talented Student. Report of a Conference sponsored jointly by the National Education Association Project on the Academically Talented Student and the Modern Language Association of America, Foreign Language Program. Wilmarth H. Starr, *and others, eds.* Washington : National Education Association, 1960. 89 p. Available from the NEA Publications Sales Section, 1201 16th Street NW., Washington, D.C., or the MLA FL Program Research Center, 4–6 Washington Place East, New York 3, N.Y.

Modern Language Association. "FL Program Policy." Reprinted from *PMLA*, September 1956, Part 2. 12 p. Available from the MLA FL Program Research Center.

———. *FLES Packet.* (Reprints of seven articles from various sources.) Available from the MLA FL Program Research Center.

National Association of Secondary-School Principals, Committee on Curriculum Planning and Development. "Modern Foreign Languages in the Comprehensive Secondary School." Preprint from the *Bulletin of the National Association of Secondary-School Principals*, September 1959. 16 p. Available from the Association, 1201 16th Street NW., Washington, D.C.

Northeast Conference on the Teaching of Foreign Languages, 1959. *The Language Learner.* Frederick D. Eddy, *ed.* Washington: Georgetown University, 1959. 70 p. Available from the American Classical League, Miami University, Oxford, Ohio.

Parker, William Riley. *The National Interest and Foreign Languages.* 3d ed. Department of State Publication 7324. Washington: U.S. Government Printing Office, 1962. 159 p.

Pimsleur, Paul, Mosberg, Ludwig, *and* Morrison, Andrew L. "Student Factors in Foreign Language Learning." *Modern Language Journal*, 46: 160–70, April 1962.

Roeming, Robert F. "Fundamental Values of Foreign Language Study." *Modern Language Journal*, 44: 344–48, December 1960.

Unesco Institute for Education. *Foreign Languages in Primary Education: The Teaching of Foreign or Second Languages to Younger Children.* Report on an International Meeting of Experts, 9–14 April, 1962, presented by H. H. Stern. Hamburg: the Institute, 1963. 103 p. Available from the Institute, 2 Hamburg 13, Federal Republic of Germany.

Foreign Language Films for Student Advisers

Language Teaching in Context. 24-minute color sound film. Produced by the Modern Language Audio-Visual Research Project. Rental from the Audio-Visual Utilization Center, Wayne State University, Detroit 2, Mich., Attention: T. W. Roberts, Director.

The Nature of Language and How it is Learned; The Sounds of Language; The Organization of Language; Words and Their Meanings. Four black and white sound films, each about 30 minutes long, produced by Teaching Film Custodians for the Center for Applied Linguistics. Principles and Methods of Teaching a Second Language Series. Film rental information available from the State Department of Education in Georgia, Montana, New York, Oregon, Pennsylvania, South Carolina, or Virginia; from the film library of any of the following: University of California at Berkeley, Indiana University, Tufts University, University of Michigan, University of Minnesota, University of Nebraska, New York University, Pennsylvania State University, University of Texas, University of Wisconsin; or from the Film Library of the American Museum of Natural History, 77th Street and Central Park West, New York 24, N.Y. An *Instructor's Manual* by Theodore B. Karp, Patricia O'Connor, *and* Betty Wallace to accompany the series is available from the Center for Applied Linguistics, 1755 Massachusetts Avenue, NW, Washington, D.C.

To Speak with Friends. 29-minute black and white sound film. Produced by the National Educational Television and Radio Center for the Office of Education, Title VII, National Defense Education Act, to illustrate use of new media. Available on loan from each State Department of Education.

Student Financial Assistance

BRADLEY, JOHN, *ed. The New American Guide to Scholarships, Fellowships, and Loans.* Signet Books KT380. New York: New American Library, November 1961. 240 p.

EELLS, WALTER C., *and* HOLLIS, ERNEST V. *Student Financial Aid in Higher Education: An Annotated Bibliography.* U.S. Department of Health, Education, and Welfare, Office of Education Bulletin 1961, No. 3; OE-55006. Washington: U.S. Government Printing Office, 1960. 87 p.

Annotated bibliography of published materials on scholarships, fellowships, loan funds, assistantships, and part-time employment for college students and prospective students.

"Fellowships and Grants." *PMLA*, 78:195–201, September 1963, Part 2.

Descriptive listing of selected fellowships and grants available in the fields of foreign languages, linguistics, and the humanities.

FEINGOLD, S. NORMAN. *Scholarships, Fellowships and Loans.* Vol. 1; Vol. 2; Vol. 3; Vol. 4. Cambridge, Mass.: Bellman Publishing Co., 1949; 1951; 1955; 1962. 254 p.; 312 p.; 471 p.; 268 p. Vols 1 and 2 are out of print.

Volume 1 gives information on administering agencies, eligibility requirements, available funds, special fields of interest, and where to apply for fellowships, scholarships, and loans. Volumes 2, 3, and 4 give similar information for additional administering agencies.

INSTITUTE OF INTERNATIONAL EDUCATION. *Fellowships Offered by Foreign Governments, Universities and Private Donors.* Revised yearly. New York: the Institute.

Information on fellowships offered to U.S. students by foreign governments and universities. The 1-year grants are primarily for graduate study.

———. *United States Government Grants for Graduate Study Abroad, under the Fulbright-Hays Act.* Revised yearly. New York: the Institute.

Information on eligibility requirements, types of grants, application procedures, and similar matters.

LOVEJOY, CLARENCE E., *and* JONES, THEODORE S. *Lovejoy-Jones College Scholarship Guide.* New York: Simon and Schuster, 1957. 123 p.

Information on scholarships, fellowships, grants-in-aid, loan funds, assistantships, and contests and awards. Indexed and cross-referenced by institution and field of study.

MATTINGLY, RICHARD C. *Financial Aid for College Students: Graduate.* U.S. Department of Health, Education, and Welfare, Office of Education Bulletin 1957, No. 17. Washington: U.S. Government Printing Office, 1957. 151 p.

Information on fellowships, loans, and employment opportunities for graduate students in the academic year 1955–56. Arranged by State, with indexes by institution and field of study.

———. *Financial Aid for College Students: Undergraduate.* U.S. Department of Health, Education, and Welfare, Office of Education Bulletin 1962, No. 11; OE-55027. College Information Center Series. Washington: U.S. Government Printing Office, 1962. 360 p.

Description of institutions and their student financial aid programs: Scholarships, employment, and loans in 1959–60. Arranged by States with an index of institutions.

UNESCO. *Study Abroad: International Handbook, Fellowships, Scholarships, Educational Exchange.* Revised yearly. Paris: the Organization.

U.S. Department of Health, Education, and Welfare. *Financial Aids for Undergraduate Students: Sources of Information.* Office of Education OE–55029. College Information Center Series. Washington: the Office, September 1961. 9 p.

Basic information and references on financial assistance for undergraduates.

———. *National Defense Graduate Fellowships: Graduate Programs.* Revised yearly. Office of Education OE–55017. Washington: U.S. Government Printing Office.

Information on the NDEA Title IV graduate fellowship programs. Gives the programs approved for awards by fields, the number of fellowships allocated to each program, and the names of the institutions which offer them.

———. *The National Defense Student Loan Program.* Revised yearly. Office of Education OE–55001. Washington: U.S. Government Printing Office.

Information on the NDEA Title II student loan program, including names of the participating institutions.

Testing and Evaluation

A. General

Buros, Oscar Krisen, *ed.* "Foreign Languages." In *The Fifth Mental Measurement Yearbook.* Highland Park, N.J.: Gryphon Press, 1959. p. 255–95.

———. "Foreign Languages." In *Tests in Print: A Comprehensive Bibliography of Tests for Use in Education, Psychology, and Industry.* Highland, Park, N.J.: Gryphon Press, 1961. p. 86–98.

Eaton, Esther E. "Evaluation and Testing in Teaching Modern Foreign Languages." Reprint from *School Life,* March 1962. 4 p. Available from the Publications Inquiry Unit, Office of Education, Washington, D.C., 20202.

Lado, Robert. *Language Testing: The Construction and Use of Foreign Language Tests.* London: Longmans, Green and Co., Ltd., 1961. 389 p.

B. Some Modern Foreign Language Tests

Brooks, Nelson. *Cooperative French Listening Comprehension Test.* Educational Testing Service, Cooperative Test Division, 4640 Hollywood Boulevard, Los Angeles 27, Calif. 1955.

A and B forms testing listening comprehension may be used from the beginning of the 2d year of high school study.

Carroll, John B., *and* Sapon, Stanley M. *The Modern Language Aptitude Test.* The Psychological Corp., 304 East 45th Street, New York 17, N.Y. 1959.

College Entrance Examination Board. *Achievement Tests.* Information available from the Board, Box 592, Princeton, N.J., or Box 27896, Los Angeles 27, Calif.

Tests are administered at College Board testing centers and scores are reported to colleges designated by the examinees and to their high schools.

Achievement tests in French, German, Hebrew, Italian, Russian, Spanish—tests for 2d-, 3d-, or 4th-year high school students designed to measure all the language skills, so far as is possible in multiple-choice tests which depend on printed responses.

Listening comprehension tests in each of the languages listed above, except Hebrew. Tests offered on a supplementary and optional basis.

———. *Advanced Placement Program Examinations.* Administered by the Educational Testing Service, 20 Nassau Street, Princeton, N.J.

The examinations are based on college-level courses covering the content described in the Advanced Placement Program. High school students who take the examinations will be considered by colleges for advanced placement and/or credit.

French—Tests to be given superior students in their 3d or 4th year of high school study measure language competence (listening comprehension, reading, writing); culture and literary history; and analysis of literary texts.

Intermediate German—Tests to be given students more advanced than normal 3d year secondary work, and equivalent to the most demanding college intermediate course, measure language competence, as described above; and, to a limited extent, skill in literary interpretation.

Advanced German—Tests to be given students doing work equivalent to a 3d year college course in the introduction to German literature measure skill in literary analysis and interpretation, and language competence. They require listening comprehension on the part of the examinees, and the ability to express themselves orally in German with reasonable ease and accuracy, as well as in writing. As of 1964 the two examinations in German will be merged.

Spanish—Tests to be given students who have completed the equivalent of the work required in a 1-year college course in the introduction to literature of Spain and Spanish America measure listening comprehension; ability to read literary selections and discuss and interpret them; to translate into idiomatic English; and to write.

Common Concepts Foreign Language Test. California Test Bureau, Del Monte Research Park, Monterey, Calif., 1962.

Two forms test listening comprehension at the basic level (level one) in each language: French, German, and Spanish. Forms for English as a second language are in preparation.

MODERN LANGUAGE ASSOCIATION. *Foreign Language Proficiency Tests for Teachers and Advanced Students.* Educational Testing Service. 1962.

A and B forms test listening comprehension, speaking, reading, writing, linguistics, and culture and civilization in each language: French, German, Italian, Russian, and Spanish. A test of professional teacher preparation is the same for the five languages.

———. *MLA Cooperative Classroom Tests.* Educational Testing Service, Cooperative Test Division. Scheduled to be available spring 1964.

A and B forms of secondary school tests in listening comprehension, speaking, reading, and writing in each language: French, German, Italian, Russian, and Spanish.

Note: Many publishers and producers of new modern foreign language teaching materials are either providing tests to accompany them, or are planning to do so. Several include sections to measure listening comprehension.

Vocational Use of Foreign Languages

Andersson, Theodore. "The Teacher of Modern Foreign Languages." In *The Education of the Secondary School Teacher.* Ernest Stabler, *ed.* Middletown, Conn.: Wesleyan University Press, 1962. p. 164–90.

Angel, Juvenal L. *Looking for Employment in Foreign Countries.* 5th ed. New York: World Trade Academy Press, Inc., 1961. 153 p.

Bamberger, Fred H. "Translating in the U.S. Patent Office." *Modern Language Journal,* 46: 33–36, January 1962.

Center for Applied Linguistics. "What is a Scientific Linguist?" *Linguistic Reporter,* 5: 5, February 1963.

Chamber of Commerce of the United States of America, Foreign Commerce Department. *Employment Abroad: Facts and Fallacies.* 5th ed. Washington: the Chamber of Commerce, 1961. 18 p. Available from the Chamber, 1615 H Street, NW., Washington, D.C.

Cleveland, Harlan, Mangone, Gerard, J., *and* Adams, John Clarke. *The Overseas American.* New York: McGraw-Hill Book Co., Inc., 1960. 316 p.

Cunningham, Eileen, *and* Prime, L. Margueriete. "Language and Library Science." *Modern Language Journal,* 42: 248–52, May 1958.

Gaudin, Lois S. "Careers in Modern Languages." *Modern Language Journal,* 44: 197–205, May 1960.

Hayter, William. "Modern Languages and Modern Politics." *Modern Languages,* 41: 4–8, March 1960.

Heumann, Karl F., *and* Bernays, Peter M. "Fifty Foreign Languages at *Chemical Abstracts.*" *Journal of Chemical Education,* 36: 478–82, October 1959.

Huebener, Theodore. "Spanish for Business? Yes, Indeed!" *Hispania,* 46: 340–41, May 1963.

Kettlecamp, Gilbert C. "The Demand for Modern Foreign Language Teachers." *Modern Language Journal,* 45: 355–60, December 1961.

Landgraf, John L. "Peace Corps and Languages: An Introduction." *Linguistic Reporter,* 5: 1–2, April 1963.

McAllister, Quentin O. *The Business Executive and the Humanities.* Southern Humanities Conference Bulletin No. 3. Chapel Hill: University of North Carolina Press, 1951. 114 p. Available from Sturgis E. Leavitt, Box 1169, Chapel Hill, N.C.

Mehta, Ved. "A Second Voice." *New Yorker,* 38: 128–45, April 14, 1962.

National Science Foundation. *Lost– One-third of the World's Scientific Literature.* NSF 60-20. Washington: U.S. Government Printing Office, 1960. 10 p. Available from Publications, National Science Foundation, Washington, D.C., 20550.

"On Interpreters and Interpreting for Official Visitors to the United States." *Modern Language Journal,* 45: 318–19, November 1961.

Orwen, Gifford P. "The Singer and Foreign Languages." *Modern Language Journal,* 44: 17–20, January 1960.

"The Peace Corps: Area Representatives; the French-Speaking Teacher in the Peace Corps." *French Review,* 35: 511–12, April 1962.

Sollenberger, Howard E. "Does Everybody *There* Speak English?" *PMLA,* 77: 23–27, May 1962.

Sublette, Edith B. "Do Romance Language Students Obtain Positions Using Languages?" *Modern Language Journal,* 42: 149–51, March 1958.

University of Michigan, Bureau of Appointments and Occupational Information, Career Counseling Unit. *Sources of Employment for Foreign Language Majors and Minors.* Rev. ed. Occupational Information Bulletin No. 1. Ann Arbor: the Bureau, 1959. 43 p. Available from the MLA FL Program Research Center.

Vitaliano, Dorothy B. "Geologists Versus the Foreign Literature." *Journal of Geological Education,* 9: 74–78, Fall 1961.

Wagner, Rudolph F. *Job Opportunities for Foreign Language Students.* Portland, Maine: J. Weston Walch, Publisher, 1962. 24 posters in 12 pairs. Available from the publisher, Box 1075, Portland, Maine.

Wellemeyer, John Fletcher. "Foreign Language Needs of Municipal Employees in Ten Metropolitan Areas." p. 245–52. Reprint from *Reports of Surveys and Studies in the Teaching of Modern Foreign Languages, 1959–1961.* Modern Language Association. New York: the Association. Available from the MLA FL Program Research Center.

———, *and* Kirkpatrick, Jeane J. *Resurvey of Foreign Language Needs of Selected Federal Agencies.* Washington: the author, June 1961. Variously paged. Available from the author at 2101 R Street NW., Washington 8, D.C.

Yakobson, Helen B. *Why Study Russian? Some AATSEEL Answers.* New York-New Jersey Regional Chapter of the American Association of Teachers of Slavic and East European Languages, February 1963. 16 p. Available from Olga S. Federoff, Mott Road, Fayetteville, N.Y.

Note: Information letters on types of positions at the United Nations are available from the Placement Services, Office of Personnel, United Nations Headquarters, New York 17, N.Y.

U.S. GOVERNMENT PRINTING OFFICE : 1963 O—694-752